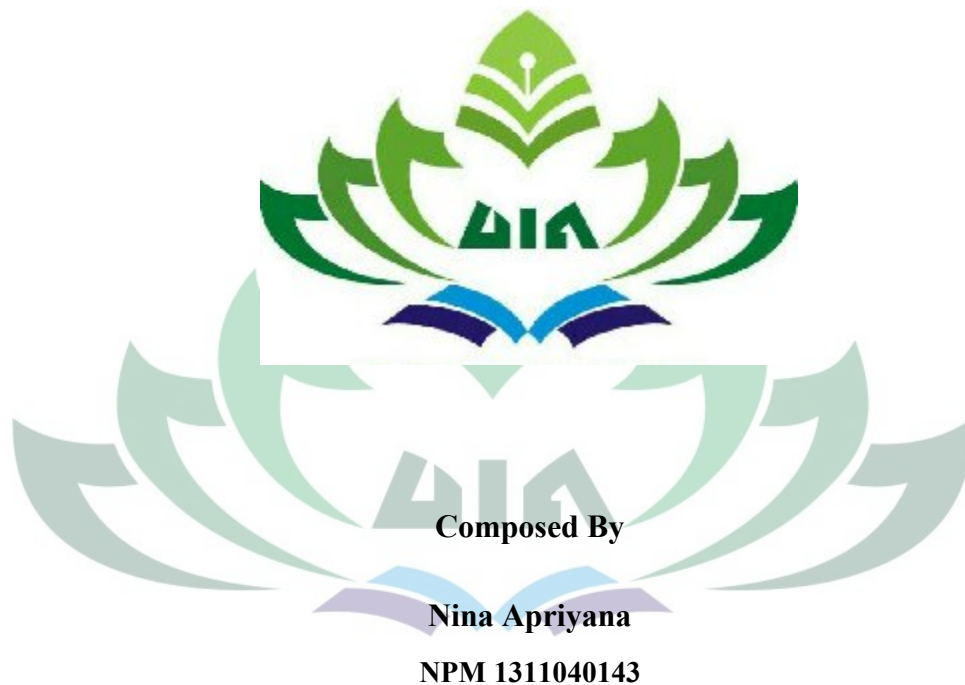


**TEACHING AND LEARNING SPEAKING BY USING
GROUP INVESTIGATION (GI) METHOD AT THE FIRST SEMESTER OF
THE TWELFTH GRADE STUDENTS OF
SMK TARUNA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2017/2018
(A Thesis)**

Submitted as a Partial Fulfillment of Requirements for S1-Degree



Study Program : English Education

Advisor : Bambang Irfani, M.Pd

Co-Advisor : Istiqomah Nur R, M.Pd

**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
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2017**

ABSTRACT

TEACHING AND LEARNING SPEAKING BY USING GROUP INVESTIGATION (GI) METHOD AT THE FIRST SEMESTER OF THE TWELFTH GRADE STUDENTS OF SMK TARUNA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By

NINA APRIYANA

Speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information. The research was about teaching and learning speaking using group investigation (GI) method at the first semester of the twelfth grade students of SMK TARUNA Bandar Lampung in the academic year of 2017/2018. The objectives of the research were to describe the process of teaching and learning speaking using group investigation (GI) method, to know the students' problems in learning speaking using group investigation (GI) method and to know the teacher's problems in teaching speaking using group investigation (GI) method.

This research used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose XII Akuntansi class as sample which consisted of 20 students. In collecting the data, she used observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were; data reduction, data display and conclusion drawing/ verification.

From the data analysis, the researcher found some conclusions in teaching and learning speaking by using group investigation (GI) method at SMK TARUNA Bandar Lampung as follows: first, teaching and learning speaking using group investigation (GI) process was done in two meetings but the teacher did not apply the steps of teaching speaking by using group investigation (GI) well. Second, the problems faced by the teacher in teaching speaking by using group investigation (GI) were the teacher got difficulties if the students not talk or say anything, when students work in pairs or groups they just end up chatting in their own language, when all the students speak together it gets too noisy, the teacher got difficulties in guiding the students to come forward because not all the students were confident and difficulties to build students' motivation. Moreover, the problems faced by students were about inhibition, nothing to say, low of participation, mother-tongue use, difficulties in pronunciation, lack of vocabulary, low in grammar ability, lack of confidence and lack of fluency.

Key words : Descriptive Qualitative Research, Group Investigation (GI) Method, Teaching, Learning, Speaking.



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FIRST SEMESTER OF THE TWELFTH GRADE
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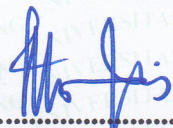
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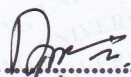
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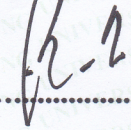
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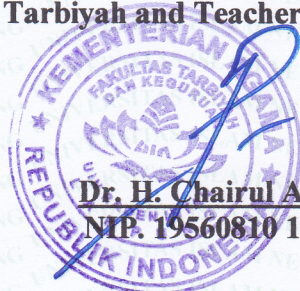
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DECLARATION

I hereby state that this thesis entitled: Teaching and Learning Speaking using Group Investigation (GI) Method at the Second Semester of the Twelfth Grade Students of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 21 November 2017

Declared by,


Nina Apriyana
NPM. 1311040143

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved Father and Mother, Mr. Aliyul Muhtado (the late) and Mrs. Lilis Eliyawati, who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
3. My beloved sister and brother, Mareta Silpiana and Andu Prasetyo, who always support me and cheer me up until the completion of this thesis. Thanks for your support. We must be better for the future.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

MOTTO

﴿يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنْزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ
رِسَالَتَهُ وَاللَّهُ يَعْصِمُكَ مِنَ النَّاسِ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ﴾


“Messenger! Proclaim the (message) which hath been sent to thee from thy Lord. If thou didst not thou wouldst not have fulfilled and proclaimed His mission, and Allah will defend thee from men (who mean mischief). For Allah guideth not those who reject faith”.¹ (Al-Ma'idah: 67)



¹ Abdullah Yusuf 'Ali, *The Meaning of the Holy Qur'an* (10th ed), (Maryland: Amana Publications, 2005), p. 270

CURRICULUM VITAE

The name of the researcher is Nina Apriyana. She is called Nina. She was born on January 7th, 1996 in Langkapura. She is the first child of Aliyul Muhtado (the late) and Lilis Eliyawati. She has one beloved sister, her name is Mareta Silpiana, and she also has one brother, his name is Andu Prasetyo.

The researcher attended Elementary School at SD N 1 Tanjungan South Lampung and finished in 2007. After that she continued her school at Junior High School at SMP N 1 Katibung and finished in 2010. After that she continued her school at MAN 1 Bandar Lampung and finished in 2013. In the same year, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islami Studies of Raden Intan Lampung.

During studying at UIN Raden Intan Lampung, the researcher followed organization of Student Activity Unit Volunteer Corps Indonesian Red Cross of State University of Islamic Studies Raden Intan Lampung (KSR PMI UIN Lampung) in 2013 to 2015. At that time, the researcher also worked as English private teacher in 2014.

The Researcher

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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Teaching and learning speaking using group Investigation (GI) method at the first semester of the twelfth grade of students of SMK TARUNA Bandar Lampung in the academic year of 2017/2018” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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10. My beloved friends KSR PMI unit UIN Raden Intan Lampung.
11. My KKN family Windy Narulita, Eliya Murtafiah, Intan Auliya Suri, Ratna Pramudita, Agung Aprianto, Isdiana, Ozyasmawati, Yunur, Abdul, Dewi Setowati, Nurul Mukhromah.
12. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in C class and all people who have helped the researcher to finish the study that she cannot mention one by one.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 21 November 2017

The Researcher,

Nina Apriyana
NPM. 1311040143



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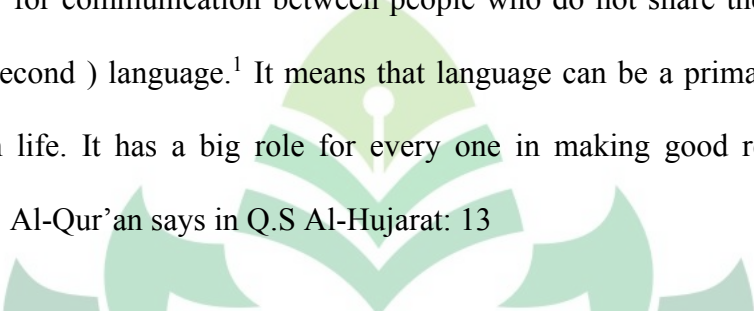
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is an important tool of communication. Without language, people will never be able to communicate with others. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language can be a primary necessity in human life. It has a big role for every one in making good relationship with others. Al-Qur'an says in Q.S Al-Hujarat: 13



يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.²

¹Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (New York: Longman, 2007), p. 13

² Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 271

Quraish Shihab said, “The above verse emphasizes the need for mutual know, introduction was needed to pull each other lessons”.³ Based on that verse, Allah has commanded everyone to know each other although they have differences in gender, tribes, and also differences in languages. One of ways that can help someone to know and communicate each other is language. There are many languages in the world, one of them is English.

In our country, English is the first foreign language. It supported by Setiyadi, English is really a foreign language learners in Indonesia.⁴ It means that English is only as a foreign language, then English is only used in certain situation, and it is not used in the daily life but English has an important part in our education. English becomes one of the requirements subjects that should be passed to graduate from the last national examination. It proves that how important English is to be learnt.

In the process of language learning. There are four language skills in learning English, one of them is speaking. According to Richard, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as effectiveness of their English course on the basis of how much they

³ Quraish Shihab, *Tafsir al – Misbah*, (Jakarta: Lentera Hati, 2002), p. 61

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

feel. They have improved in their spoken language proficiency.⁵ It means that Speaking is one of skills that should be mastered by students, where the students can use English in their activity, at school or at home. Speaking is one of the important skills in language learning.

Brown states that speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.⁶ Furthermore, Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them. Through speaking, they can express their ideas and communicate with others.⁷ When speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking.

For many students speaking is also difficult to be mastered. It is supported by Pollard who states that speaking is one of the most difficult aspects for student to master.⁸ There are some factors that can make them difficult to learning.

⁵ Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19

⁶ H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 140

⁷ Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambrige University Press, 2001), p. 40

⁸ Lucy Pollard, *Guide to Teaching English*, (Harlow: Longman, 2008), p. 33

It is caused by some factors like difficulties for remembering about English words, students do not have enough time to practice English and not confident to speak English because it is the foreign language and they feel shy and unconfident to speak different language.

Some factors that can be the causes of the low speaking ability in Indonesia are:

- 1) English is considered as a foreign language
- 2) Less exposure of English in the environment
- 3) Learning English is not stressed on speaking ability but focus on more structure and vocabulary
- 4) Ashamed and fear of making mistake and
- 5) English is not considered as a necessity.⁹

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. The teacher can use good method in teaching of English language, method is used to help the students for speaking to make interaction between the teacher and students. In this case, the researcher observing Group Investigation method as one of the tool in the teaching learning process.

⁹ Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 57

According to Slavin, that Group Investigation (GI) is cooperative learning in which students help define topics for study and then work together to complete their investigations. The GI involves students in planing both the topics for study and the ways to proceed with their investigation.¹⁰ It means GI is cooperative learning that can help students work together to complete their investigation and involves students in planing the topics for study with their investigations.

Slavin states that GI as follows;

“Group Investigation is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and project. In this method, students from their own two-to-six member groups. After choosing subtopics from a unit that the entire class is studying, the groups break their subtopics into individual task and carry out the activities that are necessary to prepare group repots. Each group then make a presentation or display to communicate its findings to the entire class.¹¹”

It means that GI is one of Cooperative Learning method which focus on students' participation and activity it can help students on their speaking because students work in small group using cooperative inquiry, group discussion, and cooperative planning and project.

¹⁰ Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (2nd Ed), (Boston: Allyn & Bacon, 1995), p. 111

¹¹ Robert E. Slavin, *Educational psychology: Theory and Practice*, (8th Ed). (Boston: Pearson Education Inc, 2006), p. 259

Furthermore, some researchers about speaking using GI method has been conducted in some schools in Bandar Lampung by some researchers. For example, at MTs Hasanuddin Teluk Betung Bandar Lampung in 2016 conducted by Fathoni¹² and also at SMAN 1 Paciran in 2015 by Finaty Ahsanah¹³. They are concluded that Group Investigation is a good method to be used for teaching and learning speaking more effective. It could be concluded that Group Investigation is one of method, which is suitable for teaching and learning English especially in speaking.

On the contrary, based on the preliminary research by interviewing the English teacher in SMK TARUNA Bandar Lampung Ms. Dra. Endah Suprihatiningsih, the researcher found the teacher already used method in speaking class the name is Group Investigation method. The teacher explained that actually this method is good to be used but the students' speaking score still low. It can be seen from Table 1

¹² Muhammad Fathoni, *The Influence of Using Group Investigation Toward Students' Speaking Ability at The Second Semester of The Eighth Grade of MTs Hasanuddin Teluk Betung Bandar Lampung*, S1 Thesis, Bandar Lampung: IAIN Raden Intan Lampung, Unpublished, 2016, p. 7

¹³ Finaty Ahsanah, *'Group Investigation': A Cooperative Learning Method for the Tenth Grade Students in Speaking English Classroom*, S1 Thesis, East Java: Universitas PGRI Ronggolawe Tuban, Unpublished, 2015

Table 1
The Students' Speaking Score at the First Semester of the Twelfth Grade
of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018.

No	Score	XII TKJ	XII AP	XII AK	Number of Students	Percentage (%)
1.	≥ 75	3	10	7	20	38 %
2.	< 75	7	12	13	32	62 %
Total		10	22	20	52	100 %

Source: The data of MTs Muhammadiyah Bandar Lampung

Based on Table 1, it shows that learning achievement of students in SMK TARUNA Bandar Lampung was still not optimal yet. The researcher found only 20 students got good score over average scores 75 of KKM (Criteria of Minimum Mastery) and the others under average scores.

Besides the teacher also explained that most students at the twelfth grade had many problems in learn English especially in speaking skill such as; first, most of the students were too shy and afraid to take a part in speaking. It means the students were having problem with their confidents. Second, the students were not interesting to speak English in class and not brave enough to involve in the speaking learning process. Third, the students had difficulty to speak up in the classroom, because they lack vocabulary and passive in learning speaking.

Furthermore that, sometimes the teacher could not handle the noisy class because some students were not focused on the teaching learning process.¹⁴

After interviewing the teacher, the researcher also gave the students questionnaires that related with this problem. The results were the students exactly had felt pleasant in learning process but they were passive in class. The students still believed that speaking was difficult because of some factors; first, they were afraid to making mistake when speak English. Second, they could not pronounce the words correctly it makes them afraid in making mistakes to speak. Third, they felt shy to speak English in the class it caused they were having problem with their confidents. Forth, they were not interesting in teaching and learning process especially in learning speaking.

Consider to these explanations, the researcher wants to know the process of Teaching and Learning Speaking using Group Investigation (GI) Method at the first Semester of the Twelfth Grade Students of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018.

¹⁴Endah Suprihatiningsih, *Interview to the English teacher at SMK TARUNA Bandar Lampung*, on February 27th, 2017 at 09.00 am, unpublished

B. Identification of the Problem

Based on the background of the problem above the researcher tries to identify the problem as follows:

1. The students have difficulties in speaking ability.
2. The students are not interested in speaking activities (students get bored).
3. The students felt shy to speak English, it caused they were having problem with their confidents.
4. Many students cannot pronounce the word correctly.

C. Limitation of the Problem

The limitation of the problem is the process of Teaching and Learning Speaking using Group Investigation and the problems of teacher and students in Teaching and Learning Speaking using Group Investigation.

D. Formulation of the Problem

The formulation of problems of this research are as follows:

1. How is the teaching and learning process of speaking by using Group Investigation Method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018 ?
2. What are the teacher's problems in teaching speaking by using Group Investigation Method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018 ?

3. What are the students' problems in learning speaking by using Group Investigation Method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018 ?

E. Purpose of the Research

Based on the formulation of the problem above, the objectives of the research is as follows:

1. To describe the teaching and learning process of speaking by using Group Investigation Method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018.
2. To find out teacher's problem in teaching speaking by using Group Investigation Method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018.
3. To know students' problems in learning speaking by using Group Investigation Method at first semester twelfth grade of SMK TARUNA Bandar Lampung in Academic Year of 2017/2018.

F. Uses of the Research

The use of the research is as follows:

1. As source of information for further research in speaking ability.
2. It is expected that this research can provide useful input in improving the quality of learning in the school.

3. To give information to English teacher about teaching speaking using group investigation method.

G. Scope of the Research

Scope of this research is as follows:

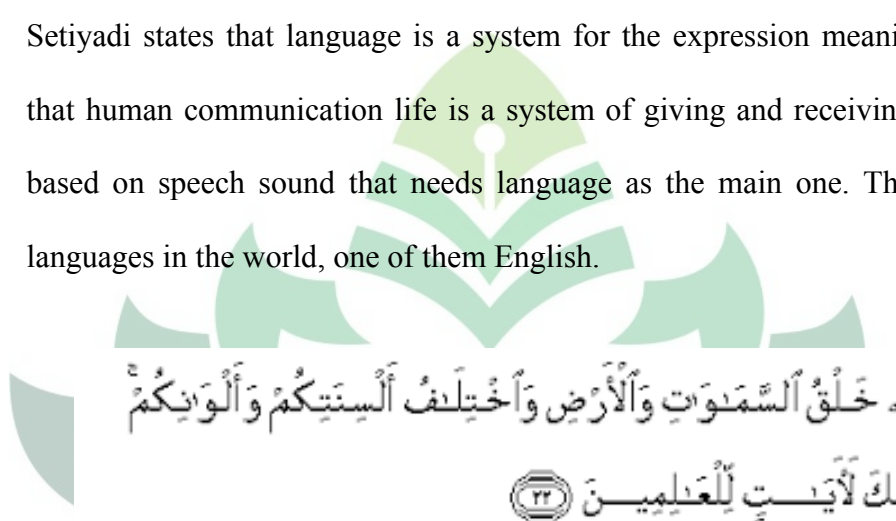
1. The subject of research were the students of the first semester of twelfth grade and English teacher in SMK TARUNA Bandar Lampung.
2. The object of research were Group Investigation Method and students' speaking ability.
3. The place of research was conducted at SMK TARUNA Bandar Lampung.
4. The time of the research was conducted at the first semester of the twelfth grade in the academic year of 2017/2018.



CHAPTER II REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

Language is systematic.¹ It is very important in our life. It becomes a connector tool with each others. Language is used to communicate our thoughts and ideas.² Setiyadi states that language is a system for the expression meaning.³ It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English.



وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوَاتِكُمْ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning: and of His signs are the creation of the heavens and the earth, and the difference of your languages and colours. Here in indeed are portents for men of knowledge.⁴ So, language is very important because it is always used by people

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p. 5

² M.F. Patel and Praveen M.jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p. 31

³ Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

⁴ Tatal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 203

to communicate with other and as a media of communication to share information with other people by messages.

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.⁵ It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be master English very well than the students and try to never judge when they have a mistake, because it can make the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in losing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

⁵ H.Douglas Brown, *Op.Cit.*, p. 8

Based on these explanations above, it can be concluded that communication is needed by the people over the entry world. Instead of as a communication tool for expressing our ideas and feelings, by learning English we also can easily access everything because it is as international language. It also has a large influence in our life, because it is the window which opens up vast prospect of human achievement.

B. Speaking

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by student in learning English. it is an essential tool for communicating. It is supported by Christopher, “that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.”⁶ According to Lado, that speaking is the ability to express oneself in life situation, or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.⁷ It can be interpreted that speaking is a way to communicate with others, to share information, express idea, feeling, emotions to other person or give an explanation or to ask a question for someone. Speaking used the

⁶ Christopher Turk, *Effective Speaking Communicating in Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

⁷ R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

language to express sequence ideas and at the same time tries to get the idea or the message. Al-Qur'an says in Q.S Al-Baqarah 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَيَالِ الْوَالِدِينَ
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

Meaning: We made a covenant with the Children of Israel: “Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms.” Then you turned away, except for a few of you, recanting.”⁸

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

Likewise, Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person

⁸ Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 7

produces tens of thousands of words a day, although some people may produce even more than that.⁹ It means that speaking is to express or communicate opinions, feelings, and ideas, and so on by or as talking. Moreover, by speaking, the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings and ideas.

From the definition above, the researcher can conclude that speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

2. Elements of Speaking

Harmer states that the ability to speak in English needs the elements necessary for the spoken production as the following:

a. Language Features

1. Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
2. Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: teachers should, therefore, supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for

⁹ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), pp. 1-2

clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1. Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.
3. (on the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it.¹⁰

Based those explanations above, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis, grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

It can be said that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get idea or the message across. In presenting something, students also need to pay attention about connected speech, lexis and grammar, confidence and so on. Therefore what did the students present can be understood by the

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2003), p. 268

other friends. In this case, there is a process of giving message and at the same time; there is a process of understanding the message of the first speaker.

3. Speaking Skill

The mastery of speaking skills is a priority for many second-language or foreign-language learners. Hence, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel. They have improved in their spoken language proficiency.¹¹ The ability to speak in foreign language is important, it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to understand and express our thoughts are all reflected in our spoken performance in foreign language. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainly, etc.

The ability to speak a foreign language is the most pressed skill because someone who can speech a language will also be able to understand it. Lado defines speaking ability as: “The ability tp use in essensially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language

¹¹ Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, available on: www.finchpark.com/courses/tkt/Unit_07/Richards-Teaching-Listening-Speaking.pdf, 2008, accessed on March 14th 2017

at normal rate delivery for native speakers of the language”.¹² Meanwhile Lwin states that speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence.¹³

Speaking ability can be called by verbal intelligence. No doubt, speaking is the most common communicative activity in daily life. Every time and anywhere people use speaking to others as ability in expressing their ideas and thought.

Subsequently, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition, Lado points out that speaking ability/skill is described as the ability to report acts or situation, or the ability to report acts or situation in precise word, or the ability to converse, or the express a sequence of ideas fluently.

Speaking skill is an important part of the curriculum in language teaching and this make them an important object of assessment as well. Assessing speaking is challenging, however there are so many factors that influence our impression of how well someone can speak a language, and because we expect test to be accurate, just and appropriate for our purpose.¹⁴ It means that the speaking skill

¹² R. Lado, *Language Testing*, (London: Longman Group Limited, 1961), pp. 239-240

¹³ Lwin, Adam Khoo, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's Intelligence*, (2nd Ed), (Jakarta: Indeks Publisher, 2008), p. 11

¹⁴ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p. 1

should be seriously assessed accurately that appropriate with assessment criteria. There are modified from of a scale such as the one suggested for evaluation speaking can be used:

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency (the ease and speed of the flow of speech)
5. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
6. Task¹⁵

According some explanations above, it can be concluded that speaking skill means the ability to use English to practice conversation in groups suitable with the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

C. Teaching Speaking

1. Definition of Teaching Speaking

Teaching is the way for teacher to transfer their knowledge to the students.

Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people.

¹⁵ P. David Haris, *Testing English as A Second Language*, (New York: Mc Graw Hill, Inc, 1969), p. 81

The goal of teaching speaking skill is to communicate effeciently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehealsal oppurtunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have oppurtunities to activate the various elements of language.¹⁶

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each students to speak that clear language is very important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

¹⁶ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p. 123

Brown states that the procedures of teaching speaking are:

1. Pre teaching

Arouse student's interest in planning task.

2. While teaching

- a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.

- b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

3. Post teaching

Chair the report back session in which each group presents its suggestions.

Make posters available to help the groups present their ideas.¹⁷ As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking whit others in class.

¹⁷H. Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (San Francisco: California, 2000), p. 278

2. Teacher's Problem in Teaching Speaking

In teaching process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, they are as follows:

1. Students will not talk or say anything.

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.
3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.¹⁸

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that you can help them resolve. According to Ur, there are solutions to speaking problems as follows:

¹⁸ Alan Maley, *Classroom Problems* in Teacher British Council, available on: <http://www.teachingEnglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems>, Elt, Caracas, 2004, accessed on May 16th 2017

- a) Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.
- b) Easy Language: Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.
- c) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.
- d) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- e) English Monitor: A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.¹⁹

Related to explanation above, the teacher is expected to be able to manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: first working in groups can help the shy students interacting more comfortable, second simple language can help the students more understand about the material. Third choose the interesting topics can make the students more interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

¹⁹ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), pp. 121-122

D. Learning Speaking

1. Definition of Learning Speaking

Learning is defined as a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.²⁰ Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.²¹ It is a relatively permanent change in behaviour tendency and the result reinforced practice. It means that learning is about getting a knowledge from study, from experience, or instruction. It is supported by Cameron, "At the root of learning is the process of making meaning out of participation in the social world. As children's minds stretch to find meanings in new experiences, so learning occurs."²² In other words, learning not only about getting knowledge from study, but it can be from experience, or instruction.

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing

²⁰ Danise E. Murray and Mary Ann Christison, *What English Language Teachers Need to Know Vol I*, available on: http://perpus.stkipkusumanegara.ac.id/file_digital/Buku%20Digital%2072.pdf, 2011, accessed on April 9th 2017, p. 140

²¹ H. Douglas Brown, *Op.Cit.*, p. 7

²² Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 241

information.²³ Along with, Turk states that speaking is the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.²⁴

Based on these explanations, it can be concluded that speaking is someone process to interact with others and to get information, ask question, and share everything. In speaking, students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing.

Based on both of these explanations, it can be concluded that learning speaking is students' process to get knowledge through interact with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also need teacher's guide to control the students when they in conversation. Learning speaking English must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation and fluently. The descriptions is as follows:

a) Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible

²³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 140

²⁴ Christopher Turk, *Op.Cit.*, p. 9

articulation. For example the students say *Like/lek/* and then the researcher asks the students not */lek/* but */laik/*.

b) Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

c) Vocabulary

Vocabulary is total number of word that makes up a language. Those words are used in speaking. Vocabulary means the appropriate diction which is used in communication.

d) Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking.²⁵

It can be said that in learning speaking process instead of concerning to the components of speaking. Students learn English because they can be able to use the foreign language with real people in communication. It is supported by Harmer “many people learn English because they have moved into a target-

²⁵ H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Op.Cit., pp. 172-173

language community.”²⁶ It means that, all around the world, and students of all ages is learning to speak English, because they think it will be useful in some way for international communication.

From the explanation above, it can be concluded that in learning speaking process must be focused on components of speaking concerned with grammar, vocabulary, pronunciation and fluency. Students learn to speak English because they need to be able to operate successfully within that community.

2. Students’ Problem in Learning Speaking

In order to know clearly about the problems in learning speaking that students’ may have problems. They are included:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

²⁶ Jeremy Harmer, *How to Teach English, Op, Cit.*, p. 11

- c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.²⁷

From the explanation above, it can be concluded that students' problems in learning speaking above are very difficult to solve. Those reasons occurred because the learners are not native speaker or they are foreign learner, when they learn an English lesson the harder and ability to know have to rich. But this case have often occurs because the base of the learner is low, such as inhibition, low or uneven participation and mother tongue.

²⁷Penny Ur, *Op, Cit.*, p. 121.

E. Group Investigation

1. Definition of Group Investigation

In learning process teacher should be creative when giving the lesson to students, teacher can use method for it. One of method that can be applied in classroom especially speaking is Group Investigation method.

The final result of the group's work reflects each member's contribution, but it is intellectually richer than work done individually by the same students.²⁸ It means that Group Investigation is an organizational that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes.

According to Slavin, that group investigation is cooperative learning in which students help define topics for study and then work together to complete their investigations. The group investigation involves students in planing both the topics for study and the ways to proceed with their investigation.²⁹ It means GI is cooperative learning that can help students work together to complete their investigation and involves students in planing the topics for study with their investigations.

²⁸ Yeal Sharan and Shlomo Sharan, *Group Investigation Expands Cooperative Learning*, (Columbia: Association for Supervision and Curriculum Development, 1989), p. 17

²⁹ Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (2nd ed), (Boston: Allyn & Bacon, 1995), p. 111

In Group Investigation, students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class. The teacher's general role is to make the students aware of resources that may be helpful while carrying out the investigation. GI includes four important components (the four I's³⁰): investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hall mark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.³⁰

Adopting this method, teacher is expected to be able to run the teaching learning process effective, especially teaching of speaking. The students will work in groups by explain materials that given. As a result, when teacher puts the students in groups he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in Group investigation is interesting. So, that the students will feel the new atmosphere in classroom and are interested in learning speaking.

³⁰ Daniel Zingaro, *Group Investigation: Theory and Practice*, available on: <http://www.danielzingaro.com/gi.pdf>, 2008, accessed on March 14th 2017, p. 1

In Group Investigation, students take an active part in planning what they will study and how. They form cooperative groups according to common interest in a topic. All group members help plan how to research their topic. Then, they divide the work among themselves and each group member carries out his or her part of the investigation. Finally, the groups synthesize and summarize its work and presents these findings to the class.³¹ This type demands the students' abilities of communication or the group skill. Group Investigation exercises the students to grow up their brain skill. The students' actively will show from the first step until the last step of the learning process.

The method can be used on teaching learning a language as motivation to learn it. There are hundreds of method that can be used in connection with language teaching. Most of students naturally like competition and co-operative in their life. Because of its element of fun is making a relaxation and enjoyable situation of class.

From the explanation above, it can be concluded that Group Investigation is a co-operative learning in which students help define topics for study and then together to complete their investigation. In Group Investigation method students divides into four or five members with heterogeneities in each group. The group may form about friendship form the students' group based on their friendship or the

³¹ Yeal Sharan and Shlomo Sharan, *Op.Cit.*, p. 17

same interest, students are likely to feel comfortable in their groups and possibly to share in similar working style. As a matter of fact, it can be concluded that Group Investigation is the method that can improve the students' speaking skills.³²

2. Procedure of Group Investigation

The procedure of teaching GI method can be described as follows:

- 1) Topic Selection, teacher asks the students to choose specific subtopics about descriptive text within a general problem area, usually described by the teacher. Teacher divides students are placed into small four-to five member task oriented groups. Group composition is academically and ethnically heterogeneous.
- 2) Planning the investigation in group, in the second steps teacher asks students in each group and plans specific learning procedures, tasks and goals consistent with the subtopics about descriptive text of the problem selected in step 1 (first).
- 3) Teacher checks students' speaking in implementation or carrying out the investigation, typically this is the longest steps. Each group gathers information, review the subtopic about descriptive text for example "Advertisement", analyze or evaluate it, reach some conclusions and apply their share of new knowledge to the resolution of the group's research

³² *Ibid.*

problem. Kinds of sources of information can be obtained both inside and outside the school.

- 4) The teacher accompanies the students preparing final project, students analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of plan their reports.
- 5) Presentation of final project, each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.
- 6) Evaluation, in cases where groups followed different aspects of the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment or both.³³

Shoimin gives some procedures to use group investigation in teaching speaking.

Those procedures are:

- 1) Teacher divides the students into some groups. Each group consists of two-six students.
- 2) The teacher explains about purpose of the learning and gives task to each group which they investigate.
- 3) Each group discusses the task that is given by the teacher.

³³ Robert E. Slavin, *Op.Cit.*, pp. 114-117

- 4) After finishing the task, one member from each group presents about result of investigation in front of class.
- 5) Other group can give criticism and reaction.
- 6) The teacher gives evaluation if any mistake about the topics in presentation.³⁴

From procedure of GI above, the researcher combine the procedure of teaching using group investigation based on Slavin theory and Shoimin theory, it is because to help the students practice in speaking easier. the procedure in teaching GI method that have been explaining above, as follows:

1. Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.
2. The teacher explains about purpose of the learning.
3. The teacher gives task to each group which they investigate.
4. The teacher ask to each group for discusses the task that is given by the teacher.
5. Presentation of final project, one member from each group presentation of final project. the teacher will coordinate students' presentation.
6. Other group can give criticism and reaction.

³⁴ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p. 80

7. Evaluation, The teacher gives evaluation if any mistake about the topics in presentation.

In addition, procedures by teacher lesson plan are:

1. Teacher divides the students into some groups. Each group consists of two-six students.
2. The teacher explains about purpose of the learning.
3. The teacher gives task to each group which they investigate.
4. The teacher ask to each group discusses the task that is given by the teacher.
5. After finishing the task, the teacher ask to each group together presents about result of investigation in front of class.
6. The teacher give occasion to other group for give criticism and reaction.
7. The teacher gives evaluation if any mistake about the topics in presentation.

From the procedures above the reseacher compares to lesson plan of the teacher as follows:

1. Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members. In this step is same with teacher's lesson plan.
2. The teacher explains about purpose of the learning. In this step is same with teacher's lesson plan.

3. The teacher gives task to each group which they investigate. In this step is same with teacher's lesson plan.
4. Each group discusses the task that is given by the teacher. In this step is same with teacher's lesson plan.
5. Presentation of final project, one member from each group presentation of final project. The teacher will coordinate students' presentation. In this step in teacher's lesson plan, the teacher modifie this step is the teacher ask to each group together presents about result of investigation in front of class, in researcher opinion it will be better if five step is one member from each group presentation of final project.
6. Other group can give criticism and reaction. In this step is same with teacher's lesson plan.
7. Evaluation, The teacher gives evaluation if any mistake about the topics in presentation. In this step is same with teacher's lesson plan.

Based on the explanation above, it can be concluded that teacher's procedure on lesson plan (appendices 5) are consolidate from the procedures on the theory above. In the teacher's procedure on lesson plan the teacher modifies step number five, in the step number five the teacher ask to each group together presents about result of investigation in front of class. In the researcher opinion it will be better if in step number five is one member from each group to presentation their final project cause

if the student together presentation in front of class it can makes the other students not focuses in learning speaking. The main purpose of the process is to make the students easier in understanding the topic.

3. Advantages and Disadvantages of Using Group Investigation

1. Advantages of using Group Investigation

- a. This method is expected to be able to motivate the students to learn English.
- b. Particularly in mastering speaking since they are involved in the speaking activity.
- c. It can promote the students' group work and their ability to share their opinion with other students.
- d. It can improve the quality of the teaching learning of English.³⁵

Group Investigation method is a suitable method for teaching speaking because it generally can motivate students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students' speaking ability.

2. Disadvantages of using Group Investigation

When applying this method, the class speaking becomes noisy since they have to discuss something in their own group and then share the result of the discussion

³⁵ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 100

with other partners.³⁶ Noisy that often makes the concentration of other students' distraction. In this case, the teacher needs to pay attention for the noisy students.

According to Piccolo, the characteristics of successful speaking in the class include:

1. Making sure that students' participation is not dominated by a few talkative students.
2. Making sure that students want to speak because they are interested in the topic.
3. Making sure that students have something relevant to say.
4. Making sure that students can be understood by everyone.
5. Making sure that there aren't frequent interruptions while a student is speaking.³⁷

From the explanation above, the teacher can ensure the students can be active in the class, all of the students, not only few talkative students. Then, the teacher can ensure by choosing an interesting topic so that he/she can make students not to be noisy and focus, after that she/he can ensure that students have something relevant to say and can be understood by everyone, last the teacher can ensure that the students can listen carefully while in speaking. Hopefully, the speaking class will be successful.

³⁶ *Ibid*, p. 101

³⁷ Louanne Piccolo, *Teaching Speaking to English Second Language Students*, available on: <http://suite101.com>, accessed on March 14th 2017

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, as a result the goal of the research is an individual understanding and its background completely.¹ In other words, qualitative research serves the data in descriptive form not in numerical form. Qualitative research is naturalistic research method because the research did on natural setting.² It means that in qualitative research, the researcher in doing research cannot make her own schedule. By this qualitative research, the researcher focused on teaching and learning speaking using group investigation method at first semester of the twelfth grade of SMK TARUNA Bandar Lampung in the academic year of 2017/2018.

B. Research Subject

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done

¹ Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 7

because limited time and finding.³ According to Lodico, *et.al* purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a research may decide to use depends on the purpose of the study.⁴ It means that in this research, researcher chose the subject according to need and purpose of the research.

In this research, there were three classes which consisted of 52 students. The subject was class XII AK students of the first semester of twelfth grade of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018. In this research, the researcher used the data from XII AK class at the first semester. It is consisted of 20 students, based on the data of students' achievement that had the lowest score for all classes. Here was the achievement of speaking ability from each class at first semester of the twelfth grade of SMK TARUNA Bandar Lampung.

Table 2
The Students' Average of Speaking Score at the First Semester of the Twelfth Grade of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018.

No.	Class	Students	Average Score
1.	XII TKJ	10	76
2.	XII AP	22	72
3.	XII AK	20	67
Total		52	

Source: The data of MTs Muhammadiyah Bandar Lampung

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p. 127

⁴ Marguerite G. Lodico, *et.al*, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jassay-Bass, 2006), p. 152

C. Data Collecting Technique

In this research, there were some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Consequently, in this research, the researcher conducted the observation, questionnaire and interview to get of the data for this research. The steps were as follows:

1. Observation

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the realtionship between the situations, events and individuals.⁵ The researcher did not involve directly in the classroom activity. The researcher only made a note during teaching learning process.

2. Interview

After observing their teaching learning process, the researcher also interviewed the teacher, interview is a conversation between two people (the interviewer and interviewee) where questions asked by the interviewer to obtain information from interview.⁶ It can be said that an interview is conversation between two people to obtain information from interview. In this research, the researcher interviewed the teacher after teaching learning process has done, the researcher used guided

⁵ Ag. Bambang Setiyadi, *Op.Cit.*, p. 239

⁶ Sugiyono, *Op.Cit.*, p. 137

interview in which the researcher already prepared several questions as guidelines for the interview.

3. Questionnaire

The researcher gave questionnaire to the students. Questionnaire was printed from the data including questions or statements to which the subjects are expected to respond.⁷ In this research, the researcher gave questionnaire in order to know the further opinions and the aspect that may influence the students' learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher found out the students' response toward the teaching and learning process. Furthermore, in this research the researcher used open-ended questions and gave the questionnaire to the students. An open-ended question is a question format that allows students to give a free-form answer.

D. Research Instrument

Research instrument was all tools in the research by using certain method. Furthermore, research instrument is tool of facilities which is used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning more complete and systematic so it will be easy to analyze.⁸ In this research, the researcher used observation, interview and questionnaire as the instruments of the research.

⁷ Suharsimi Arikunto, *Op.Cit.*, p. 226

⁸ *Ibid*, p. 160

1. Observation

Observation is properly use in the research related with teaching learning process, students' activity and problems which may arise. In this research the researcher's function as observer to get the data, the researcher did not involve directly in the classroom activity. The researcher made note during teaching learning process. By using this instrument the researcher used specification as follows:

Table 3
Specification of Observation Guideline

Components of Observation	No. Item	Total Item
To know the teacher's procedure in teaching speaking using group investigation method.	1,2,3,4,5,6,7	7
To know the teacher's problem in teaching speaking using group investigation method.	8,9,10,11	4
To know the students problem in teaching speaking using group investigation method.	12,13,14,15,16	5

2. Interview

The interview was used to collect data about the teacher's problem in teaching and learning process of speaking using group investigation method. As well as, the purpose of this interview is to make sure about the result of the observation and to get more data related to this research. The topic of interview can be described as follows:

Table 4
Specification of Teacher's Interview

Components of Interview	No. Item	Total Item
The researcher asks teacher about the teacher's problem in teaching speaking	1,2,3,4	4
The researcher asks teacher about the students' problem in speaking using group investigation method.	5,6,7,8,9	5

3. Questionnaire

The researcher gave the questionnaire to the students in order to know the further opinions and the aspect that may influence the students' learning process and to confirm the answers given by their teacher. The researcher used the questionnaire to get the detail information of the student's problem in learning speaking process.

The guideline of the questionnaire can be described as follows:

Table 5
Specification of Students' Questionnaire

Components of Questionnaire	No. Item	Total Item
To know students' problem in learning speaking using group investigation.	1,2,3,4,5	5

E. Research Procedures

The procedure of research use as follows:

1. The researcher chose the school and the subject of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process were conducted.
3. After teaching learning process was finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher interviewed the teacher to know his opinion referring to the material and the activity.
5. Analyzing the data and making the report.

F. Trustworthiness of Data

According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.⁹ The method that is commonly used to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

1. Time triangulation
 - a. Cross-sectional triangulation is the data collecting implemented in the same time to different groups.
 - b. Longitudinal triangulation is the data collected from the same group at different times.
2. Place triangulation

Place triangulation for ore accurate data collection in order to be able to use different places for similar data.
3. Theory triangulation

Researcher collects data based on different theories.

⁹ Ag. Bambang Setiyadi, *Op.Cit.*, pp. 30-31

4. Method triangulation

Researcher uses different methods for collecting similar data.

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.¹⁰

Based on the explanation above, In this research, the researcher used time triangulation, in particular longitudinal triangulation and used triangulation method. In triangulation methods the researcher used three collecting techniques, they were: observation, questionnaire and interview. The observation focused on process of teaching and learning in speaking using group investigation method. Questionnaire and interview were conducted to get the data used to make sure about the result of observation. The observation was did more than one time, it's mean that time triangulation was employed in this research. By applying these triangulations techniques, the researcher expected the result of the research to be consistent for the data consistent, because the data were collected more than one time and data source.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display and conclusion drawing

¹⁰ *Ibid*, pp. 31-32

or verification.¹¹ These were clear explanations about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹² Referring to the explanation, the researcher selected the data derived from observation on teaching learning process, interviewed to the teacher and gave questionnaire to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.¹³ Referring to the explanation, the researcher displays the data in the form of table.

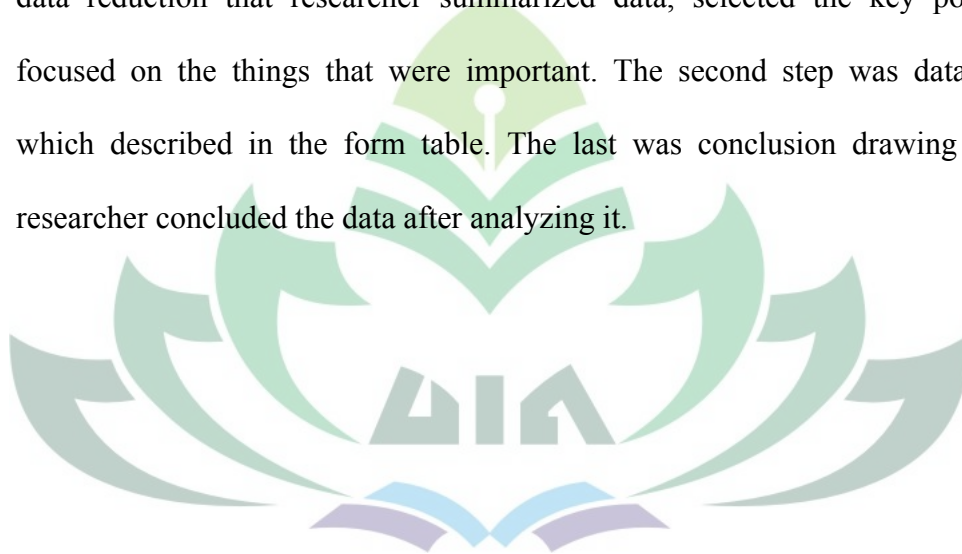
¹¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 12

¹² *Ibid*, p.10

¹³ *Ibid*, p.11

3. Conclusion drawing/verification

The last step of analyzing the data is conclusion drawing/verification.¹⁴ After analyzing the data, the researcher made a conclusion about teaching and learning speaking using group investigation method and problems faced by the teacher and students in process teaching and learning speaking. It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarized data, selected the key points and focused on the things that were important. The second step was data display which described in the form table. The last was conclusion drawing that the researcher concluded the data after analyzing it.



¹⁴ *Ibid*, p.11

CHAPTER IV FINDINGS AND DISCUSSION

A. Data Analysis

In this case, there are three major data analysis: data reduction, data display, and conclusion drawing/verification.¹ The following paragraphs were the explanation about data, which was collected by the researcher.

1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.² In this research, the researcher used observation, interview and questionnaire to collect the data. The observation was the main instrument in this research, whereas interview and questionnaire became the supporting instrument. Furthermore, in this case the researcher did time triangulation and method triangulation. The time triangulation and method triangulation can be explained by the researcher as below:

¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p. 12

² *Ibid*

A. Time triangulation

1) Data of Observation

The researcher employed an observation (see appendix 6A). The observation was conducted to know the process of teaching and learning speaking by using Group Investigation (GI) method which were conducted in two meetings. Every meeting had the same activities and the same material, in the first meeting and second meeting the teacher taught about advertisement. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the same with the first meeting.

The researcher observed the process of teaching and learning speaking by using group investigation (GI) method, the students' and teacher's problems during teaching and learning speaking by using group investigation (GI) method. In the observation process, the researcher prepared the field note, the observation checklist and hand phone to record and took pictures of the teaching and learning process. The data of observation has been identified as described in the following discussion.

a. First Meeting

In the first meeting, the researcher conducted the research on Wednesday, August 23rd, 2017 at 07.15 Am. Before teaching and learning was begun, the teacher had prepared the task that would be given to the students about advertisement.

a) Pre-activity (Introduction)

The teacher started the class by greeting to the students and checked the students' attendance.

b) Main-activity

In the main-activity, first the teacher reviewed previous lesson. Then, the teacher started the lesson. After that, The teacher explained the concept and the rules of Group Investigation (GI) Method, and gave some examples. The teacher divided the students into some groups and each group consisted of four students. Then, teacher explained first that the students would get one task with different picture about advertisement. The teacher explained how the students answer the task that was given by the teacher. After that, each group discusses the task that was given by the teacher. During teaching and learning process the teacher walked around the students for accompanies the students preparing their final project. The researcher found that the students was passive in learning process and felt shy to speak up. It made some students enjoyed to speak their mother tongue.

After finishing the task, the teacher asked each group to present about result of investigated in front of the class together. The researcher found when the teacher asked the students presentation in front of class the students was not respond, it mean that the students low or uneven participation in learning speaking and other caused because some of students were not confident to come forward. After that, the students prepared to present in front of the class, when the students presented

in front of the class together it got noisy and the teacher looked felt difficult to control students' noisy in the classroom. Then, when the students presented in front of the class some of students did not used correct pronunciation and they were still lack of fluency. Sometimes the teacher helped them to correct the pronunciation (example: when the students said, "confused" and the teacher said, "confused" with correct pronunciation). And then, when the students presented in front of the class, the researcher found that the students looked inhibited about trying to say in a foreign language and their felt difficult to express what they should be speak. Finally the teacher told to the students for the next meeting they would learn it again.

c) Close-activity (Closing)

The teacher concluded the lesson by repeating about the material that had learnt. The last, the teacher closed the lesson by saying hamdalah and did not forget greeting, the students answered the teacher's greeting.

b. Second Meeting

In the second meeting, the researcher conducted the research on Thursday, August 24th, 2017 at 08.00 Am. Before teaching and learning was begun, the teacher had prepared the task that would be given to the students about advertisement.

a) Pre-activity (Introduction)

The teacher started the class by greeting to the students and checked the students' attendance.

b) Main-activity

In the main-activity, the teacher continued the previous lesson, but the teacher did not explain again to the students. Then, the teacher asked to the students to join with their group before and discussed the task. In this meeting the teacher still applied Group Investigation (GI) Method again in teaching and learning speaking. The teacher asked the students to continue presentation in another group. After the students gave respond, the students prepared to present in front of the class. When the students presented in front of the class researcher found that there were some students still difficulties to pronounce some words and difficult in grammar.

In the last meeting, the first hour spent as the teaching and learning process of speaking by using group investigation (GI) method. In the second hour the teacher gave the researcher time to divide the questionnaire to the students. The researcher gave the questionnaire to the students. They filled the questionnaire in fifteen minutes. After that the researcher gave the class to the teacher.

c) Post-activity

The teacher concluded the lesson by repeating about the material that they learnt.

The last, the teacher closed the lesson by saying hamdalah and thank you for the students' attention and presentation. The teacher closed the lesson by greeting, the students answered the teacher's greeting.

From the data of observation above, the researcher concluded that the data of first observation and the second observation were not the same. In the first meeting, in main-activity part the teacher explained about purpose of the learning but in the second meeting the teacher didn't explained about purpose of the learning, in this section the teacher directly asked to the students to join with their group before. So, the researcher need to omit or reduced the data of observation were not consistent.

2) Data of Interview

To support the data of the observation, the interview was conducted to know the problems faced by the teacher and her students during teaching and learning speaking by using group investigation (GI) method which were conducted in two meetings. Every meeting had the same questions. There were nine questions that the researcher asked to the teacher (see Appendix 7A). The first point of interview was to know the teacher's problem during the process while applying group investigation (GI) method consisted of four questions. The second point of interview was to know the students' problems during learning process in the class consisted of five questions.

a. First Interview

In the first meeting, the researcher conducted the interview on Monday, August 28th, 2017 at 09.00 Am. There were nine questions that the researcher asked to the teacher about teacher's problem in teaching speaking and the students' problem in learning speaking. It can be seen in the dialogue below:

- a. **Questions** : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

Answer : Yes, of course. Sometimes I feel confused when they were just silent because I did not know whether they understood or not about the lesson that was discussed.

- b. **Questions** : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

Answer : First I reprimand those who enjoy chatting with his friends, for a moment they would be silent but soon they were noisy again and sometimes I let it.

- c. **Questions** : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

Answer : Yes, of course. In addition to spend time to do the task, and also they cannot focus in learning.

- d. **Questions** : Do you find other difficulties in teaching *Speaking* using GI? How do you deal with the problem ?

Answer : Yes, of course. When taught speaking, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*.

- e. **Questions** : Are your students often inhibited about trying to say things in a foreign language in the classroom?

Answer : yes, they still felt shy and not confident. Sometimes when I ask students to speak up students usually feel embarrassed and often ask for his or her first friend to speak.

- f. Questions** : Do your students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : Yes, of course. Because they did not have many vocabularies and some of them were afraid to pronounce the English words.

- g. Questions** : Do your students perform low or uneven participation in the classroom?

Answer : Yes, because during the lesson students were less interested in learning English but some students had high participation.

- h. Questions** : Do your students use Mother-tongue in the classroom?

Answer : Yes, because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom.

- i. Questions** : Are there any other problems faced by students in learning Speaking using GI?

Answer : As long as I taught English in this class, I think there was nothing problem faced by students beside of the difficulty that I called before.

b. Second Interview

In the second meeting, the researcher conducted the interview on Tuesday, August 29th, 2017 at 09.00 Am. There were nine questions that the researcher asked to the teacher about teacher's problem in teaching speaking and the students' problem in learning speaking. It can be seen in the dialogue below:

- a. Questions** : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

Answer : Yes, I was given support to the students for talk and talk used a foreign language appropriate with students' ability.

- b. Questions** : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

Answer : yes, of course. Sometimes I was given a warning to the students who made noisy in the classroom and I said “hello, don’t be noisy please!”

- c. **Questions** : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

Answer : Yes, I reminded the students, if there was something they did not know when the group discussion was better ask directly to the teacher.

- d. **Questions** : Do you find other difficulties in teaching *Speaking* using GI? How do you deal with the problem ?

Answer : Yes, of course. When taught speaking, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*.

- e. **Questions** : Are your students often inhibited about trying to say things in a foreign language in the classroom?

Answer : yes, they still felt shy and not confident. Sometimes when I ask students to speak up students usually feel embarrassed and often ask for his or her first friend to speak.

- f. **Questions** : Do your students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : Yes, of course. Because they still lack vocab and sometimes they feel embarrassed and afraid of being wrong to express their ideas.

- g. **Questions** : Do your students perform low or uneven participation in the classroom?

Answer : Yes, because during the lesson students were less interested in learning English but some students had high participation.

- h. **Questions** : Do your students use Mother-tongue in the classroom?

Answer : Yes, because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom.

- i. **Questions** : Are there any other problems faced by students in learning *Speaking* using GI?

Answer : yes, some students assume that speaking lessons are difficult to understand because of lack of vocabulary and lack of confidence to speak up used a foreign language.

From the result of interview data to the teacher above, the researcher found that there were some of teacher's answers were not the same. The data teacher's answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questions (A) : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

Explained : in the question A, in the first interview the teacher answer that she felt difficult if the students did not talk or say anything and sometimes she felt confused when they were just silent because she did not know whether the students understood or not about the lesson that was discussed, but in the second interview the teacher had different answer. The teacher told to the researcher that she usually in handle the problem with given support to the students for talk and talk used a foreign language appropriate with students' ability. From the explained, the researcher concluded that the teacher's answer of first and second interview in question A was not consistent, so the researcher need to reduce it.

- Questions (B) : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

Explained : in the question B, in the first interview the teacher answer that in handle the students' noisy she reprimand those who enjoy chatting with his friends and if the students still made noisy in the classroom, she was let it, but in the second interview the teacher had different answer. In the second interview the teacher's answer that in handle the students' noisy she given a warning to the students who made noisy in the classroom and she said "hello, don't be noisy please!" from the explained, the researcher concluded that the teacher's answer of first and second interview in question B was not consistent, so the researcher need to reduce it.

- Questions (C) : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

Explained : in the question C, in the first interview the teacher answer that she felt difficult if the students enjoyed chatting with their friend. The teacher said that it to spend time to do the task, and also the students cannot focus in learning, she did not told how to solve this problem. But in the second interview the teacher had different answer. In the second interview the teacher's answer that to solve this problem she reminded the students, if there was something did not know when the group discussion was better ask directly to the teacher. From the explained, the researcher concluded that the teacher's answer of first and second interview in question C was not consistent, so the researcher need to reduce it.

3) Data of Questionnaire

The researcher also used questionnaire to support the observation and interview data. The questionnaire was conducted was to know the students' problems in learning speaking by using group investigation (GI) method which were conducted in two meetings. Every meeting had the same questions. The questionnaire consisted of five questions (see appendix 8A). The first until five question was to know the students' problems in learning speaking by using group investigation (GI) method. Questionnaire was given to the whole students in Class XII AK which consisted of 20 students.

a. First questionnaire

In the first meeting, the researcher conducted the interview after observation on Thursday, August 23th, 2017 at 09.30 Am. The result students' questionnaire can be seen as follows:

a) Respondent 1:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because still lack of fluency of pronunciation.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because writing and pronunciation were different.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was happy with the speaking.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use the Indonesian language.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : I found hard to pronounce the English spelling.

b) Respondent 2:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I felt lack of confidence
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because the words in English that was difficult to pronounce.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was trying to learn speaking and often presentation in front of the class.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was still cannot speak English fluent I speak in Indonesian.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there were, lack of vocabulary and lack of confidence because I was cannot speak English.

c) Respondent 3:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English were difficult to understand between writing and reading it differently.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I had accustomed and still not confident.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : less participation because I felt shy and afraid made a mistakes.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because it was a common language we used, to use in a foreign language less of fluently.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : yes, less understood with the meaning and pronunciation.

d) Respondent 4:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because people around me no one used English.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I did not mastered in pronunciation.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : because less vocabulary and less understanding.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because English was more difficult than the Indonesian language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : because I did not mastered in vocabulary.

e) Respondent 5:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English was hard to understand
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because English was hard to express and I had familiar with the Indonesian language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was very enthusiastic in speaking lessons.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use the Indonesian language in the classroom.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there, when I found a vocabulary that was difficult to pronounce.

f) Respondent 6:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I was not too inhibited, just shy if I made mistakes.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because I was not trained with English and I was seldom used it.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : I listened and try to understand.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because I was very difficult to use English and I accustomed to use Indonesian.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : difficult to understand, hard to observe and hard to pronounce.

g) Respondent 7:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because the classroom environment did not use English.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because I was not accustomed to use English.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : I was hard to understand

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because I found difficult to use English.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : problems faced when learnt speaking was difficult to differentiate the present continuous and future tense.

h) Respondent 8:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because I was lack of speak fluently.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because writing was not the same with pronouncing the words.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : I just silent, talking when in order by teachers only.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because in pronunciation was still stiff and I was less of vocabulary memorized.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : too much, because speaking it was the process of delivering the message by expressed voice so I often left behind when speaking process.

i) Respondent 9:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I lack confident and fear wrong.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because lack of mastery of the word spelling in English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I just kept quiet.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because it was easier and faster
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there was a lot miss, I was less pronunciation.

j) Respondent 10:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because not everyone understands English.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because it was difficult to understand the pronunciation.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : listened when someone spoke.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : yes, because I was cannot arrange the word in English words.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : I was hard to talk used a foreign language.

k) Respondent 11:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because it was difficult to understand and cannot pronounce it.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because lack of practice used a foreign language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : listened.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because it was difficult to communicate used a foreign language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there were I cannot pronounce English words, I did not understand, I was ashamed to say it because it was not normal yet.

l) Respondent 12:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I was shy to speak English and lack of vocabulary.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because lack of practice used a foreign language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was happy.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because Indonesian language was easy to talk than English.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there, I was hard to say in a foreign language.

m) Respondent 13:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I was just did not mastered of vocabulary.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because less practice to say in a foreign language.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : I was less participate because felt shy.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because cannot spoken English fluently and not mastered vocabulary.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : I felt difficult to pronounce the words.

n) Respondent 14:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because of shy to speak and I just had a little vocabulary.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because I had a little vocabulary and difficult to arrange the words to words.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : not so active.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because English was difficult to say and sometimes did not know the meaning.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : shy, a friend who did not appreciate.

o) Respondent 15:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because I was less of vocabulary.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because I was less memorize of vocabulary, and did not interested in speaking process.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : I was less of participation because I did not interested in speaking process.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I cannot spoke in a foreign language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there, hard to learn English because hard to memorize of vocabulary.

p) Respondent 16:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because cannot apply English words.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because English was hard to use.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was interested in speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because when used English words was often wrong.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : hard to understand and hard to pronounce.

q) Respondent 17:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English was difficult, my friends no one who used English.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because lack of vocabulary and lack of pronounce fluently.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was so enthusiastic, because I interested in speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I involved the atmosphere in the class.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : hard to say a word that was difficult to say because it foreigner heard.

r) Respondent 18:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : limited of vocabulary and embarrassment to students who are proficient in speaking.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because difficult to say the words in a foreign language and then I did not mastered meaning of vocabulary.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was attended speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was think Indonesian easier to use than English.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there, did not understand and when speaking process difficult to understand it.

s) Respondent 19:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because if I was talk used a foreign language then I made mistakes it made me shy.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I did not mastered of English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I learned English even though it was difficult to understand.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because my friends less of speaking proficient.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : yes, the vocabulary was sometimes difficult to pronounce.

t) Respondent 20:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because it was difficult to understand and pronounce.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because the regional accent was still thick.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : it was hard because I got nervous when perform in front of the class and speaking not well.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because less of speaking fluently.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there so many wrong in pronounce the words.

b. Second questionnaire

In the first meeting, the researcher conducted the interview after observation on Wednesday, August 24rd, 2017 at 11.30. The result students' questionnaire can be seen as follows:

a) Respondent 1:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because in the class no one speaks English.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because English was hard to understand.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I am happy with the speaking.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use the Indonesian language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : nothing.

b) Respondent 2:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because lack of confident.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because the words in English was difficult to pronounce.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was trying to learn speaking and often presentation in front of the class.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was still cannot speak English fluent I speak in Indonesian.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : it hard to understand and did not know the meaning.

c) Respondent 3:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English were difficult to understand between writing and reading it differently.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because the words in English writing with different way of reading.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : rather than writing.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because was still did not understand the meaning of the whole English because it was difficult.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : hard to say English sentence, hard to understand the meaning of English and lack of confidence there also

d) Respondent 4:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because people around me no one used English
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I accustomed to use the Indonesian language and less understand of English.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : hard to understand.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because English was more difficult than the Indonesian language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there was, when uttering English sentence often difficulty in pronounce it.

e) Respondent 5:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English was hard to understand.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because English was hard to express and I had familiar with the Indonesian language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : less participation, because did not understand when speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use the Indonesian language in the classroom.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : when I was speak up, my friend not listened while speaking.

f) Respondent 6:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I was not too inhibited, just shy if I made mistakes.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because writing and oral were very different.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : confused, because sometimes did not understand.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because we were taught to love the Indonesian language was not English, we were citizens of Indonesia
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : sometimes because I was hungry cannot think well.

g) Respondent 7:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because English was hard to say.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I was not accustomed to use English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was hard to understand
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I found difficult to use English.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : nothing.

h) Respondent 8:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because it was difficult to pronounce and fear wrong.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because writing was not the same with pronouncing the words.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I just silent, talking when in order by teachers only.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because it was accustomed to use the Indonesian language than the English language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : because I lack of confident in speaking.

i) Respondent 9:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I lack confidence and fear wrong
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because usually the writing was not the same as the spoken.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I just kept quiet.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was familiar with the Indonesian language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : yes because I was afraid of being wrong.

j) Respondent 10:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because hard to understand so cannot pronounce it.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because it was difficult to understand the pronunciation.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : listened when someone spoke.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use Indonesian language in daily life.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : nothing.

k) Respondent 11:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because it was difficult to understand and cannot pronounce it.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

- Answer : because it was hard to understand.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : listened.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was accustomed to use Indonesian language in daily life.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there were I cannot pronounce English words, I did not understand, I was ashamed to say it because it was not normal yet.

l) Respondent 12:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I was hard to speak English and did not know the meaning of vocabulary.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I was easier to speak Indonesian than English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was happy.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because Indonesian language was easy to talk than English.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : there was lack of mastered vocabulary.

m) Respondent 13:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I was just did not mastered of vocabulary.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because not mastered the word in English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : yes, I was interested but difficult to understand.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because cannot spoken English fluently and not mastered vocabulary.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : there was lack of mastered vocabulary.

n) Respondent 14:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because to speak English was difficult.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because I was less understood in English and difficult to pronounce.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : listened and appreciate everyone who speaking in English.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because English was difficult to say and sometimes did not know the meaning.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : shy, a friend who did not appreciate.

o) Respondent 15:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Answer : because English was difficult to pronounce so difficult in pronunciation.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Answer : because English was difficult pronunciation.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Answer : listened when someone spoke English.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because Indonesian language was often used so it easy to pronounce.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : atmosphere that did not support to speak English, nervous, hard to pronounce.

p) Respondent 16:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I want to speak English fluently.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I was accustomed to use Indonesian language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was interested in speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because the atmosphere was carried in the classroom and always used to speak Indonesian language.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : hard to understand and hard to pronounce.

q) Respondent 17:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : I think I was prefer speaking English rather than inhibited.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I was accustomed used Indonesian than English.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I was so enthusiastic, because I interested in speaking process.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I involved the atmosphere in the class.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : hard to say a word that was difficult to say because it foreigner heard.

r) Respondent 18:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I think uttering a sentence using English was very hard.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because difficult to say the words in a foreign language and then I did not mastered meaning of vocabulary.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I attended speaking lessons.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because I was think Indonesian easier to use than English.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : sometimes while learnt to speak in front of the class the atmosphere did not support, my friends enjoyed chatting themselves.

s) Respondent 19:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because I was less of confident.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because I was less of confident and afraid of making mistakes when saying the word in a foreign language.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?
Answer : I learned English even though it was difficult to understand.
- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?
Answer : because Indonesian language was to interact in everyday and if used English I cannot understand.
- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?
Answer : just afraid made mistakes in speaking

t) Respondent 20:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?
Answer : because it was difficult to understand and pronounce.
- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?
Answer : because it was very difficult to say.
- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

- Answer : I was very happy in speaking process.

• Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Answer : because Indonesian language was easier than English.

• Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Answer : there was lack of confident.

From the result of questionnaire data to the student above, the researcher found that there were some of students' answers did not consistent. The data students' answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Explained : in the questionnaire number 1, the responden 1 answer for the first questionnaire that still lack of fluency of pronunciation, but in the second questionnaire responden 1 had different answer. In the second questionnaire responden 1 answer that caused they were often inhibited because in the class no one speaks English.

Next, the responden 7 answer for the first questionnaire that the classroom environment did not use English, but in the second questionnaire responden 7 had different answer. In the second questionnaire responden 7 answer that caused they were often inhibited

because they felt English was hard to say. The responden 8 answer for the first questionnaire that because lack of speak fluently, but in the second questionnaire responden 8 had different answer. In the second questionnaire responden 8 answer that caused they were often inhibited because they felt difficult to pronounce and fear wrong.

Next, the responden 10 answer for the first questionnaire that because not everyone understands English, but in the second questionnaire responden 10 had different answer. In the second questionnaire responden 10 answer that caused they were often inhibited because hard to understand so cannot pronounce. The responden 12 answer for the first questionnaire that because felt shy to speak English and lack of vocabulary, but in the second questionnaire responden 12 had different answer. In the second questionnaire responden 12 answer that caused they were often inhibited because hard to speak English and did not know the meaning of vocabulary.

In addition, the responden 14 answer for the first questionnaire that because felt shy to speak and they did not mastered of vocabulary, but in the second questionnaire responden 14 had different answer. In the second questionnaire responden 14 answer that caused they were often inhibited because to speak English was difficult. The responden 15 answer for the first questionnaire that because less of vocabulary, but in

the second questionnaire responden 15 had different answer. In the second questionnaire responden 15 answer that caused they were often inhibited because English was difficult to pronounce so difficult in pronunciation. The responden 16 answer for the first questionnaire that because cannot apply English words, but in the second questionnaire responden 16 had different answer. In the second questionnaire responden 16 answer that caused they were often inhibited because want to speak English fluently.

Furthermore, the responden 17 answer for the first questionnaire that because English was difficult and friends no one who used English, but in the second questionnaire responden 17 had different answer. In the second questionnaire responden 17 answer that caused they were often inhibited because think prefer speaking English rather than inhibited.

Next, the responden 18 answer for the first questionnaire that because limited of vocabulary and embarrassment to students who are proficient in speaking, but in the second questionnaire responden 18 had different answer. In the second questionnaire responden 18 answer that caused they were often inhibited because uttering a sentence using English was very hard. The responden 19 answer for the first questionnaire that because if talk used a foreign language then made mistakes it made shy, but in the second questionnaire responden 19 had different answer. In

the second questionnaire responden 19 answer that caused they were often inhibited because less of confident. From the explained, the researcher concluded that responden 1, 7, 8, 10, 12, 14, 15, 16, 17, 18 and 19 were had different answer about question number 1 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Explained : The responden 1 answer for the first questionnaire that because writing and pronunciation were different, but in the second questionnaire responden 1 had different answer. In the second questionnaire responden 1 answer that caused difficult to express the feeling because the English was hard to understand. The responden 3 answer for the first questionnaire that because had accustomed and still not confident.

Furthermore, in the second questionnaire responden 3 had different answer. In the second questionnaire responden 3 answer that caused difficult to express the feeling because English were difficult to understand between writing and reading it differently. The responden 4 answer for the first questionnaire that because did not mastered in pronunciation, but in the second questionnaire responden 4 had different

answer. In the second questionnaire responden 4 answer that caused difficult to express the feeling because accustomed to use the Indonesian language and less understand of English. The responden 6 answer for the first questionnaire that because not trained with English and seldom used it, but in the second questionnaire responden 6 had different answer. In the second questionnaire responden 6 answer that caused difficult to express the feeling because writing and oral were very different.

Next, the responden 9 answer for the first questionnaire that because lack of mastery of the word spelling in English, but in the second questionnaire responden 9 had different answer. In the second questionnaire responden 9 answer that caused difficult to express the feeling because usually the writing was not the same as the spoken. The responden 11 answer for the first questionnaire that because lack of practice used a foreign language, but in the second questionnaire responden 11 had different answer. In the second questionnaire responden 11 answer that caused difficult to express the feeling because it was hard to understand.

Next, the responden 12 answer for the first questionnaire that because lack of practice used a foreign language, but in the second questionnaire responden 12 had different answer. In the second questionnaire

responden 12 answer that caused difficult to express the feeling because easier to speak Indonesian than English. The responden 13 answer for the first questionnaire that because less practice to say in a foreign language, but in the second questionnaire responden 13 had different answer. In the second questionnaire responden 13 answer that caused difficult to express the feeling because not mastered the word in English.

And then, the responden 14 answer for the first questionnaire that because had a little vocabulary and difficult to arrange the words to words, but in the second questionnaire responden 14 had different answer. In the second questionnaire responden 14 answer that caused difficult to express the feeling because less understood in English and difficult to pronounce. The responden 15 answer for the first questionnaire that because less memorize of vocabulary, and did not interested in speaking process, but in the second questionnaire responden 15 had different answer. In the second questionnaire responden 15 answer that caused difficult to express the feeling because English was difficult pronunciation.

Next, the responden 16 answer for the first questionnaire that because English was hard to use, but in the second questionnaire responden 16 had different answer. In the second questionnaire responden 16 answer that caused difficult to express the feeling because accustomed to use

Indonesian language. The responden 17 answer for the first questionnaire that because lack of vocabulary and lack of pronounce fluently, but in the second questionnaire responden 17 had different answer. In the second questionnaire responden 17 answer that caused difficult to express the feeling because accustomed used Indonesian than English. The responden 19 answer for the first questionnaire that because not mastered of English, but in the second questionnaire responden 19 had different answer. In the second questionnaire responden 19 answer that caused difficult to express the feeling because less of confident and afraid of making mistakes when saying the word in a foreign language.

In addition, the responden 20 answer for the first questionnaire that because the regional accent was still thick, but in the second questionnaire responden 20 had different answer. In the second questionnaire responden 20 answer that caused difficult to express the feeling because it was very difficult to say. From the explained, the researcher concluded that responden 1, 3, 4, 6, 9, 11, 12, 13, 14, 15, 16, 17, 19 and 20 were had different answer about question number 2 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Explained : the responden 3 answer for the first questionnaire that less participation because felt shy and afraid made a mistakes, but in the second questionnaire responden 3 had different answer. In the second questionnaire responden 3 answer that rather than writing. The responden 4 answer for the first questionnaire that less vocabulary and less understanding, but in the second questionnaire responden 4 had different answer. In the second questionnaire responden 4 answer that hard to understand. The responden 5 answer for the first questionnaire that very enthusiastic in speaking lessons, but in the second questionnaire responden 5 had different answer. In the second questionnaire responden 5 answer that less participation, because did not understand when speaking process.

Next, the responden 6 answer for the first questionnaire that listened and try to understand, but in the second questionnaire responden 6 had different answer. In the second questionnaire responden 6 answer that confused, because sometimes did not understand. The responden 13 answer for the first questionnaire that less participate because felt shy, but in the second questionnaire responden 13 had different answer. In the second questionnaire responden 13 answer that interested but

difficult to understand. The responden 14 answer for the first questionnaire that not so active, but in the second questionnaire responden 14 had different answer. In the second questionnaire responden 14 answer that listened and appreciate everyone who speaking in English. The responden 15 answer for the first questionnaire that less of participation because not interested in speaking process, but in the second questionnaire responden 15 had different answer. In the second questionnaire responden 15 answer that listened when someone spoke English.

Next, the responden 20 answer for the first questionnaire that it was hard because nervous when perform in front of the class and speaking not well, but in the second questionnaire responden 20 had different answer. In the second questionnaire responden 20 answer that was very happy in speaking process. From the explained, the researcher concluded that responden 3, 4, 5, 6, 13, 14, 15, and 20 were had different answer about question number 3 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Explained : the responden 3 answer for the first questionnaire that because it was a common language we used, to use in

a foreign language less of fluently, but in the second questionnaire responden 3 had different answer. In the second questionnaire responden 3 answer that because still did not understand the meaning of the whole English because it was difficult. The responden 6 answer for the first questionnaire that because very difficult to use English and accustomed to use Indonesian, but in the second questionnaire responden 6 had different answer. In the second questionnaire responden 6 answer that because we were taught to love the Indonesian language was not English, we were citizens of Indonesia.

In addition, the responden 8 answer for the first questionnaire that because in pronunciation was still stiff and less of vocabulary memorized, but in the second questionnaire responden 8 had different answer. In the second questionnaire responden 8 answer that because it was accustomed to use the Indonesian language than the English language. The responden 9 answer for the first questionnaire that because it was easier and faster, but in the second questionnaire responden 9 had different answer. In the second questionnaire responden 9 answer that because had familiar with the Indonesian language.

Next, the responden 10 answer for the first questionnaire that because cannot arrange the word in English words, but in the second questionnaire responden 10 had different answer. In the second questionnaire responden 10 answer that because accustomed to use Indonesian language in daily life. The responden 11 answer for the first questionnaire that because it was difficult to communicate used a foreign language, but in the second questionnaire responden 11 had different answer. In the second questionnaire responden 11 answer that accustomed to use Indonesian language in daily life.

In addition, the responden 15 answer for the first questionnaire that because cannot spoke in a foreign language, but in the second questionnaire responden 15 had different answer. In the second questionnaire responden 15 answer that because Indonesian language was often used so it easy to pronounce. The responden 16 answer for the first questionnaire that because when used English words was often wrong, but in the second questionnaire

And then, the responden 16 had different answer. In the second questionnaire responden 16 answer that because the atmosphere was carried in the classroom and always used to speak Indonesian language. The responden 19 answer for the first questionnaire that because my friends less of speaking proficient, but in the second questionnaire

responden 19 had different answer. In the second questionnaire responden 19 answer that because Indonesian language was to interact in everyday and if used English cannot understand. The responden 20 answer for the first questionnaire that because less of speaking fluently, but in the second questionnaire responden 20 had different answer. In the second questionnaire responden 20 answer that because Indonesian language was easier than English. From the explained, the researcher concluded that responden 1, 3, 6, 8, 9, 10, 11, 15, 16, 19 and 20 were had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Explained : the responden 1 answer for the first questionnaire that found hard to pronounce the English spelling, but in the second questionnaire responden 1 had different answer. In the second questionnaire responden 1 answer that nothing. The responden 2 answer for the first questionnaire that lack of vocabulary and lack of confidence because cannot speak English, but in the second questionnaire responden 2 had different answer. In the second questionnaire responden 2 answer that it hard to understand and did not

know the meaning. The responden 4 answer for the first questionnaire that not mastered in vocabulary, but in the second questionnaire responden 4 had different answer. In the second questionnaire responden 4 answer that when uttering English sentence often difficulty in pronounce it.

Next, the responden 5 answer for the first questionnaire that when found a vocabulary that was difficult to pronounce, but in the second questionnaire responden 5 had different answer. In the second questionnaire responden 5 answer that when speak up, friend not listened while speaking. The responden 6 answer for the first questionnaire that difficult to understand, hard to observe and hard to pronounce, but in the second questionnaire responden 6 had different answer. In the second questionnaire responden 6 answer that sometimes hungry cannot think well.

Next, the responden 7 answer for the first questionnaire that problems faced when learnt speaking was difficult to differentiate the present continuous and future tense, but in the second questionnaire responden 7 had different answer. In the second questionnaire responden 7 answer that nothing. The responden 8 answer for the first questionnaire that speaking it was the process of delivering the message by expressed voice so I often left behind when speaking process, but in the second

questionnaire responden 8 had different answer. In the second questionnaire responden 8 answer that because lack of confident in speaking. The responden 9 answer for the first questionnaire that less pronunciation, but in the second questionnaire responden 9 had different answer. In the second questionnaire responden 9 answer that because afraid of being wrong.

In addition, the responden 10 answer for the first questionnaire that hard to talk used a foreign language, but in the second questionnaire responden 10 had different answer. In the second questionnaire responden 10 answer that nothing. The responden 12 answer for the first questionnaire that hard to say in a foreign language, but in the second questionnaire responden 12 had different answer. In the second questionnaire responden 12 answer that lack of mastered vocabulary.

Next, the responden 13 answer for the first questionnaire that felt difficult to pronounce the words, but in the second questionnaire responden 13 had different answer. In the second questionnaire responden 13 answer that lack of mastered vocabulary. The responden 15 answer for the first questionnaire that hard to learn English because hard to memorize of vocabulary, but in the second questionnaire responden 15 had different answer. In the second questionnaire responden 15 answer that atmosphere that did not support to speak

English, nervous, hard to pronounce. The responden 18 answer for the first questionnaire that not understand and when speaking process difficult to understand it, but in the second questionnaire responden 18 had different answer. In the second questionnaire responden 18 answer that sometimes while learnt to speak in front of the class the atmosphere did not support, my friends enjoyed chatting themselves.

Next, the responden 19 answer for the first questionnaire that the vocabulary was sometimes difficult to pronounce, but in the second questionnaire responden 19 had different answer. In the second questionnaire responden 19 answer that just afraid made mistakes in speaking. The responden 20 answer for the first questionnaire that many wrong in pronounce the words, but in the second questionnaire responden 20 had different answer.

Furthermore, in the second questionnaire responden 20 answer that lack of confident. From the explained, the researcher concluded that responden 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19 and 20 were had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

B. Method triangulation

In the method triangulation there were three method. In this case to utterance the process of teaching speaking using group investigation (GI) method the researcher used observation instrument. Besides to utterance the teacher's problem in teaching speaking using group investigation (GI) method the researcher used observation and interview to the teacher. And then, to utterance the students' problem in learning speaking using group investigation (GI) method the researcher used all of the instrument, they were: observation, interview and questionnaire.

1) Data of process teaching speaking using group investigation (GI) method

a. First Meeting

In the first meeting, the researcher conducted the research on Wednesday, August 23rd, 2017 at 07.15 Am. Before teaching and learning was begun, the teacher had prepared the task that would be given to the students about advertisement.

a) Pre-activity (Introduction)

The teacher started the class by greeting to the students and checked the students' attendance.

b) Main-activity

In the main-activity, first the teacher reviewed previous lesson. Then, the teacher started the lesson. After that, The teacher explained the concept and the rules of Group Investigation (GI) Method, and gave some examples. The teacher divided

the students into some groups and each group consisted of four students. Then, teacher explained first that the students would get one task with different picture about advertisement. The teacher explained how the students answer the task that was given by the teacher. After that, each group discusses the task that was given by the teacher. During teaching and learning process the teacher walked around the students for accompanies the students preparing their final project. The researcher found that the students was passive in learning process and felt shy to speak up. It made some students enjoyed to speak their mother tongue.

After finishing the task, the teacher asked each group to present about result of investigated in front of the class together. The researcher found when the teacher asked the students presentation in front of class the students was not respond, it mean that the students low or uneven participation in learning speaking and other caused because some of students were not confident to come forward. After that, the students prepared to present in front of the class, when the students presented in front of the class together it got noisy and the teacher looked felt difficult to control students' noisy in the classroom. Then, when the students presented in front of the class some of students did not used correct pronunciation and they were still lack of fluency. Sometimes the teacher helped them to correct the pronunciation (example: when the students said, "confused" and the teacher said, "confused" with correct pronunciation). And then, when the students presented in front of the class, the researcher found that the students looked inhibited trying

to say in a foreign language and their felt difficult to express what they should be speak. Finally the teacher told to the students for the next meeting they would learn it again.

c) Post-activity

The teacher concluded the lesson by repeating about the material that had learnt. The last, the teacher closed the lesson by saying hamdalah and did not forget greeting, the students answered the teacher's greeting.

b. Second Meeting

In the second meeting, the researcher conducted the research on Thursday, August 24th, 2017 at 08.00 Am. Before teaching and learning was begun, the teacher had prepared the task that would be given to the students about future tense.

a) Pre-activity (Introduction)

The teacher started the class by greeting to the students and checked the students' attendance.

b) Main-activity

In the main-activity, the teacher continued the previous lesson, but the teacher did not explain again to the students. Then, the teacher asked to the students to join with their group before. In this meeting the teacher still applied Group Investigation (GI) Method again in teaching and learning speaking. The teacher asked the students to continue presentation in another group. After the students

gave respond, the students prepared to present in front of the class. When the students presented in front of the class researcher found that there were some students still difficulties to pronounce some words and difficult in grammar.

In the last meeting, the first hour spent as the teaching and learning process of speaking by using group investigation (GI) method. In the second hour the teacher gave the researcher time to divide the questionnaire to the students. The researcher gave the questionnaire to the students. They filled the questionnaire in fifteen minutes. After that the researcher gave the class to the teacher.

c) Post-activity

The teacher concluded the lesson by repeating about the material that they learnt. The last, the teacher closed the lesson by saying hamdalah and thank you for the students' attention and presentation. The teacher closed the lesson by greeting, the students answered the teacher's greeting.

From the data of observation above, the researcher concluded that the data of first observation and the second observation were not the same. In the first meeting, in main-activity part the teacher explained about purpose of the learning but in the second meeting the teacher didn't explained about purpose of the learning, in this section the teacher directly asked to the students to join with their group before. So, the researcher need to omit or reduced the data of observation were not consistent.

2) Data of teacher's problem in teaching speaking using group investigation (GI) method

In this case, to found the data which not consistent about teacher's problem the researcher would compare the data of observation about teacher problem with the data of interview with the teacher. Based on the data of observation about teacher's problem the researcher found that the teacher in teaching speaking using group investigation (GI) method felt difficult if the students did not talk or say anything in the classroom, but based on the data first and second interview in the questionnaire number 1 the teacher answer that Sometimes the teacher feel confused when they were just silent because teacher did not know whether they understood or not about the lesson that was discussed, and then in the second interview the teacher answer that she given support to the students for talk and talk used a foreign language appropriate with students' ability.

Furthermore, when the researcher observed the process of teaching speaking using group investigation (GI) method the researcher did not found that the teacher given support to the students. Based on the data of observation about teacher's problem the researcher found that the teacher in teaching speaking using group investigation (GI) method felt difficult to handle when the students enjoyed chatting with their friend when work in pairs.

Moreover, based on the data first and second interview in the questionnaire number 2 the teacher answer that the teacher reprimand those who enjoy chatting with his friends, but if the students made noisy again, sometimes the teacher let it, and then in the second interview the teacher answer that Sometimes the teacher given a warning to the students who made noisy in the classroom and said “hello, don’t be noisy please!” but when the researcher observed the process of teaching speaking using group investigation (GI) method the researcher did not found that the teacher given a warning to the students who made noisy in the classroom. Based on the data of observation about teacher’s problem the researcher found that the teacher in teaching speaking using group investigation (GI) method felt difficult to handle the students’ noisy when the students speak together, but based on the data first and second interview in the questionnaire number 3 the teacher answer that the teacher answer yes that she felt difficult to handle it and she said that it spend time to do the task, and also the students cannot focus in learning, and then in the second interview the teacher answer that the teacher reminded to the students and if there was something did not know when the group discussion was better ask directly to the teacher.

In addition, when the researcher observed the process of teaching speaking using group investigation (GI) method the researcher did not found that the teacher given reminded to the students and if there was something did not know when the group discussion was better ask directly to the teacher. Based on the data of observation

about teacher's problem the researcher found that the teacher had other problem in teaching speaking using group investigation (GI) method, when taught speaking, sometimes the teacher found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*. Based on the data first and second interview in the questionnaire number 3 that the teacher's answer was the same with the data of observation, because when the researcher observed the process of teaching the researcher found that the teacher felt difficult in asking students to present in front of the class.

From the explanation above, the researcher concluded that there were some of the data of interview need to reduce because the data of interview did not consistent and not appropriate with the data of observation about teacher's problem. Here the data of interview which need to reduce by the researcher:

- Questions (1) : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

Answer : in the question 1, in the first interview the teacher answer that she felt difficult if the students did not talk or say anything and sometimes she felt confused when they were just silent because she did not know whether the students understood or not about the lesson that was discussed. In the second interview the teacher told to the researcher that she

usually in handle the problem with given support to the students for talk and talk used a foreign language appropriate with students' ability.

- Questions (2) : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

Answer : in the question 2, in the first interview the teacher answer that in handle the students' noisy she reprimand those who enjoy chatting with his friends and if the students still made noisy in the classroom, she was let it. In the second interview the teacher's answer that in handle the students' noisy she given a warning to the students who made noisy in the classroom and she said "hello, don't be noisy please!"

- Questions (3) : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

Answer : in the question 3, in the first interview the teacher answer that she felt difficult if the students enjoyed chatting with their friend. The teacher said that it to spend time to do the task, and also the students cannot focus in learning, she did not told how to solve this problem. In the second interview the teacher's answer that to solve this problem she reminded the students, if there was something did not know when the group discussion was better ask directly to the teacher.

3) Data of students problem in learning speaking using group investigation (GI) method

In this case, to found the data which not consistent about students' problem the researcher would compare the data of observation about students problem with the data of interview with the teacher and students' questionnaire. Based on the data of observation the researcher found that some students felt often inhibited about trying something in a foreign language because they felt difficult to pronounce the words correctly, they also still felt shy and less of confident. Based on the data of interview to the teacher about students' problem the teacher's opinion was the students felt difficult to pronounce the words correctly, they also still felt shy and less of confident, it was the same with the data of observation. And then, based on the data of questionnaire the researcher found that the students' answer were because difficult to pronounce the words correctly and also felt shy and less of confident. It was the same with the data of observation and interview.

Based on the data of observation the researcher found that some students when learnt speaking they were passive its mean that the students felt difficult to express what their feeling. Based on the data of interview to the teacher about students' problem the teacher's opinion was the students less of vocabulary, felt shy and they were afraid about making mistakes. Based on the data of questionnaire the researcher found that the students' answer because English was difficult to

pronounce and not accustomed to use a foreign language, because writing was not the same with how to pronounce and lack of vocabulary.

In addition, based on the data of observation the researcher found that some students low participation in learning speaking. Based on the data of interview to the teacher about students' problem the teacher's opinion was some students were less interested in learning speaking, but based on the data of questionnaire the researcher found that some of students' answer they were enthusiastic in learning speaking. Based on the data of observation the researcher found that some students used mother tongue in the speaking class, because they felt easier to use Indonesian language than English, they felt unnatural to speak to another in a foreign language, and because they felt less exposed if they spoke used a foreign language. Based on the data of interview to the teacher about students' problem the teacher's opinion was because the students felt unnatural to use English and they felt enjoyed if using Indonesian language in the classroom. Based on the data of questionnaire the researcher found that some of students' answer they felt difficult to pronounce and accustomed to use Indonesian language in the class, less mastering of vocabulary.

Besides, based on the data of observation the researcher found that some students had other problem in learning speaking, some students felt difficult in pronouncing the words, less of confident, passive in learning speaking process, lack of fluency, lack of vocabulary and lack of grammar. Based on the data of interview to the teacher about students' problem the teacher's opinion was the same with the data

of observation. Based on the data of questionnaire the researcher found that some of students' answer hard to pronounce complicated words, lack of confident to speak in a foreign language and felt shy to speak up.

From the explanation above, the researcher concluded that there was the data of questionnaire need to reduce because the data of questionnaire did not consistent and not appropriate with the data of observation and interview about students' problem. Here the data of questionnaire which need to reduce by the researcher:

- Question number 3 : Do the students have Low or uneven participation in the classroom?

Answer : enthusiastic in learning speaking.

From the data reduction above, the researcher concluded that the result of the data reduction can be seen as follows:

1) Data of observation

From the data of observation, the researcher concluded that the data of first observation and the second observation were not the same.

2) Data of interview

From the result of interview data to the teacher, the researcher found that there were some of teacher's answers did not consistent. The data teacher's answers in the first

interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questions (1) : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

Answer : in the question 1, in the first interview the teacher answer that she felt difficult if the students did not talk or say anything and sometimes she felt confused when they were just silent because she did not know whether the students understood or not about the lesson that was discussed. In the second interview the teacher told to the researcher that she usually in handle the problem with given support to the students for talk and talk used a foreign language appropriate with students' ability.

- Questions (2) : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

Answer : in the question 2, in the first interview the teacher answer that in handle the students' noisy she reprimand those who enjoy chatting with his friends and if the students still made noisy in the classroom, she was let it. In the second interview the teacher's answer that in handle the students' noisy she given a warning to the students who made noisy in the classroom and she said "hello, don't be noisy please!"

- Questions (3) : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

Answer : in the question 3, in the first interview the teacher answer that she felt difficult if the students enjoyed chatting with their friend. The teacher said that it to spend time to do the task, and also the students cannot focus in learning, she did not told how to solve this problem. In the second interview the teacher's answer that to solve this problem she reminded the students, if there was something did not know when the group discussion was better ask directly to the teacher.

3) Data of questionnaire

From the result of questionnaire data to the student above, the researcher found that there were some of students' answers did not consistent. The data students' answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questionnaire number 1 : Are the students often inhibited about trying to say things in a foreign language in the classroom?

Explained : in the question number 1 the researcher omitted the students' answer of responden 1, 7, 8, 10, 12, 14, 15, 16, 17, 18 and 19, because had different answer about question number 1 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 2 : Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

Explained : in the question number 2 the researcher omitted the students' answer of responden 1, 3, 4, 6, 9, 11, 12, 13, 14, 15, 16, 17, 19 and 20, because had different answer about question number 2 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 3 : Do the students have Low or uneven participation in the classroom?

Explained : in the question number 3 the researcher omitted the students' answer of responden 3, 4, 5, 6, 13, 14, 15, and 20, because had different answer about question number 3 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 4 : Do the students use Mother-tongue in the classroom?

Explained : in the question number 4 the researcher omitted the students' answer of responden 1, 3, 6, 8, 9, 10, 11, 15, 16, 19 and 20, because had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 5 : Are there any other problems when the students learn Speaking in the classroom?

Explained : in the question number 4 the researcher omitted the students' answer of responden 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19 and 20, because had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

2. Data Display

Data display is the second component or level in the model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.³ In this research, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data gathered by each instrument.

a. Observation

The observation consisted of three main points to be found. They were the process of teaching and learning speaking by using group investigation (GI) method, teacher's problem during teaching speaking by using group investigation (GI) method and students' problem during learning by using group investigation (GI) method. Based on the data reduction, the data found were displayed in the form of table below:

³ *Ibid.* p.11

First Meeting

Table 6
Observation Report

	No	ASPECTS	Yes	No	Note
A	Process: Planning, doing, and evaluation				
	1.	Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.	√		The teacher divided the students into some groups. Each group consisted of four members.
	2.	The teacher explains about purpose of the learning.	√		The teacher explained the rules of the learning by using group investigation (GI) method after that the teacher explained the materials that they were going to learn.
	3.	The teacher gives task to each group which they investigate.	√		The teacher gave task to each group which they investigated.
	4.	Each group discusses the task that is given by the teacher.	√		The teacher asked the students in each group to discuss the task.
	5.	Presentation of final project, one member from each group presentation of final project. The teacher will coordinate students' presentation.		√	The teacher asked all of the member in each group to present of their final project in front of the class but some of students were unconfident and some of students were brave to come forward.
	6.	Other group can give criticism and reaction.		√	The teacher did not asked to the students if any criticism and reaction, because limited time.
	7.	Evaluation, The teacher gives evaluation if any mistake about the topics in presentation.		√	In the last step, the teacher just concluded the lesson by repeating about the material that they learnt. The teacher did not evaluate if any mistake about the topics in presentation.
B.	Teacher's problems:				
	9.	Does the teacher have difficulties if the students not talk or say anything ?	√		The teacher got difficulties when the students don't talk or say anything.

	10.	Does the teacher have difficulties if the students just end up chatting when they work in pairs or groups?	√		The teacher cannot control the students' noisy when their worked in pairs.
	11.	Does the teacher have difficulties if the students gets too noisy when they speak together?	√		The teacher could not control the students' noisy after that, the students were not focused when learnt speaking by using group investigation (GI) method.
	12.	Are there any other problems when the teacher teaches Speaking?	√		The teacher had difficulties building students' motivation, because when teaching and learning process the teacher and the students were less of interaction.
C	Students' problem:				
	13.	Are the students often inhibited about trying to say things in a foreign language in the classroom?	√		Some students felt often inhibited about trying to say something used a foreign language in the classroom because they worried pronounce some words correctly.
	14.	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?	√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they were just silent or passive.
	15.	Do the students have Low or uneven participation in the classroom?	√		Some students are low participation. Because some of the students looked passive, they looked did not interest in teaching learning process.
	16.	Do the students use Mother-tongue in the classroom?	√		Some students used mother tongue in the classroom because it was easier, they felt unnatural to speak to another in a foreign language, and because they felt less exposed if they were speaking used their mother tongue.

	17.	Are there any other problems when the students learn Speaking in the classroom?	√		Some students had difficulties in pronouncing the words, felt unconfident, passive in learning speaking process, lack of fluency and lack of grammar.
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Second Meeting

Table 7
Observation Report

	No	ASPECTS	Yes	No	Note
A	Process: Planning, doing, and evaluation				
	1.	Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.		√	The teacher didn't divided the students into some groups.
	2.	The teacher explains about purpose of the learning.		√	The teacher didn't explained the rules of the learning by using group investigation (GI) method.
	3.	The teacher gives task to each group which they investigate.		√	The teacher didn't gave task to each group which they investigated.
	4.	Each group discusses the task that is given by the teacher.	√		The teacher asked the students in each group to discuss the task.
	5.	Presentation of final project, one member from each group presentation of final project. The teacher will coordinate students' presentation.		√	The teacher asked all of the member in each group to present of their final project in front of the class but some of students were unconfident and some of students were brave to come forward.
	6.	Other group can give criticism and reaction.		√	The teacher did not asked to the students if any criticism and reaction, because limited time.
	7.	Evaluation, The teacher gives evaluation if any mistake about the topics in presentation.		√	In the last step, the teacher just concluded the lesson by repeating about the material that they learnt. The teacher did not evaluate if any mistake

					about the topics in presentation.
B. Teacher's problems:					
	9.	Does the teacher have difficulties if the students not talk or say anything ?	√		The teacher got difficulties when the students don't talk or say anything.
	10.	Does the teacher have difficulties if the students just end up chatting when they work in pairs or groups?	√		The teacher cannot control the students' noisy when their worked in pairs.
	11.	Does the teacher have difficulties if the students gets too noisy when they speak together?	√		The teacher could not control the students' noisy after that, the students were not focused when learnt speaking by using group investigation (GI) method.
	12.	Are there any other problems when the teacher teaches Speaking?	√		The teacher had difficulties building students' motivation, because when teaching and learning process the teacher and the students were less of interaction.
C Students' problem:					
	13.	Are the students often inhibited about trying to say things in a foreign language in the classroom?	√		Some students felt often inhibited about trying to say something used a foreign language in the classroom because they worried pronounce some words correctly.
	14.	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?	√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they were just silent or passive.
	15.	Do the students have Low or uneven participation in the classroom?	√		Some students are low participation. Because some of the students looked passive, they looked did not interest in teaching learning process.
	16.	Do the students use Mother-tongue in the classroom?	√		Some students used mother tongue in the classroom because it was easier, they felt unnatural to speak to another in

					a foreign language, and because they felt less exposed if they were speaking used their mother tongue.
	17.	Are there any other problems when the students learn Speaking in the classroom?	√		Some students had difficulties in pronouncing the words, felt unconfident, passive in learning speaking process, lack of fluency and lack of grammar.

b. Interview

To validate the data of observation, the researcher employed an interview which the result can be seen in the table 7 below:

Table 8
Interview Result

No.	Conclusion of Teachers' Answer
1.	The teacher had difficulties if the students did not talk or say anything in the classroom.
2.	The teacher cannot control when the students just end up chatting with their friends.
3.	The teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class.
4.	The teacher sometimes felt difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially <i>Speaking</i> .
5.	The students often inhibited about trying to say in a foreign language because they still felt shy and unconfident to speak up.
6.	The students did not have many vocabularies and some of them felt difficult to pronoun the words correctly, so they felt difficult to express what they should be spoke.
7.	Some of students' participation was low, because they were less interested in learning English but some students had high participation in the speaking class.
8.	The students felt unnatural to use English and they felt more enjoy if using Indonesia language in the classroom.

From the result of the interview, it can be said that the teacher's problem was the teacher sometimes felt difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*. Then, the students' problem were the students often inhibited about trying to say something used a foreign language because they still felt shy and unconfident to speak up, the students felt difficult to express what that they should be speaking because they lack of vocabulary and some of them afraid to pronounce the English word, the students' participation was low because they were less interested in learning English but some of them had high participation in the speaking class, the students mother tongue used in the classroom because they felt unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. It can be concluded that the teacher's problem based on Maley: students will not talk or say anything, when students work in pairs or groups they just end up chatting in their own language, and when all the students speak together it gets too noisy and out of hand and loss control of the classroom.

c. Questionnaire

The questionnaire was made to support the data from observation and the interview. The questionnaire consisted of five questions (see appendix 7A). Through this instrument the researcher could identify the students' problems. Questionnaire was given to the whole students of the class XII AK which was consisted of 20 students.

The questionnaire was distributed to the students by taking fifteen minutes after study time in the classroom. Here were the students' answers of questionnaire. (see appendix 7A for detail)

No	Question	Answer
1	Why you inhibited to say something in a foreign language?	I lack confidence and fear wrong when speak up using a foreign language, I was felt embarrassed to speak up, the other hand I felt English was difficult to understand, I lack of vocabulary, I felt difficult to pronounce the word.

The data above show that the students inhibited to say something in a foreign language, because they lack confidence and fear wrong when speak up using a foreign language, they felt shy to speak up, they felt difficult to pronoun the word in a foreign language, they were had lack of vocabulary. It means that caused of students inhibited to say something in a foreign language, because they were lack confidence, fear making mistakes when speak up using a foreign language, felt shy to speak up, felt difficult to pronoun the word in a foreign language and lack of vocabulary.

No	Question	Answer
2	Why you feel difficult to express English word?	Because English was difficult to pronounce and not accustomed to use a foreign language, because writing was not the same with how to pronounce and I lack of vocabulary.

The data above shows that the students felt difficult to express English word, because they felt difficult to pronoun the word correctly, they were not accustomed to use a foreign language, because they think that in English writing was not the

same with how to pronounce and they had lack of vocabulary. It means that caused of students felt difficult to express English word, because they felt difficult to pronoun the word correctly , they were not accustomed to use a foreign language, because they think that in English writing was not the same with how to pronounce and they did not mastered of vocabulary more.

No	Question	Answer
3	How about your participation in the class in learning <i>speaking</i> ?	I was enthusiastic in learning speaking, although sometimes I did not understand.

The data above shows that the students' participation in learning speaking class was enthusiastic even though sometimes they were felt understand when speaking process. It means that students enthusiastic in learning speaking class, but there were problems faced by the students in learning speaking, so they cannot understand when leant speaking.

No	Question	Answer
4	Why you used mother tongue in the class?	Because I felt difficult to pronounce and I accustomed to use Indonesian language in the class, the other hand I was less mastering of vocabulary.

The data above shows that the students' mother tongue used, because they felt difficult to pronounce and accustomed to use Indonesian language in the class, less of mastering vocabulary. It means that caused about students' mother tongue used, because they felt difficult to pronounce and accustomed to use Indonesian language in the class, they were less mastering of vocabulary.

No	Question	Answer
5	There any other problem in learning <i>speaking</i> ?	Hard to pronounce complicated words, lack of confident to speak in a foreign language and felt shy to speak up.

The data above shows that any other problem faced by the students in learning *speaking*, they were: hard to pronounce complicated words, lack of confident to speak in a foreign language and felt shy to speak up.

3. Conclusion Drawing/Verification

Conclusion drawing/verification is the third level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning speaking by using group investigation (GI) method. During the observation of teaching and learning speaking by using group investigation (GI) method in the first and second meeting, the researcher found the problems as follow:

- a. The teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class.
- b. The students inhibited to say something in a foreign language, because they lack confidence and fear wrong when speak up using a foreign language, they felt shy to speak up, they felt difficult to pronoun the word in a foreign language, they were had lack of vocabulary.

- c. The teacher sometimes got difficult when asked the students to come in front of the class, because not all of the students were confident.
- d. The students used mother tongue in the classroom because they were felt difficult to pronounce and accustomed to use Indonesian language in the class, they less mastering of vocabulary.
- e. The teacher had difficulties if the students did not talk or say anything in the classroom.
- f. The teacher cannot control when the students just end up chatting with their friends.
- g. Some of students were passive, they looked did not interest in teaching learning process. The teacher seemed difficult to engage theirs' motivation.
- h. The students' participation was low participation, there were problems faced by the students in learning speaking, so they cannot understand when learnt speaking.
- i. The students had some other problems in learning speaking, they were: hard to pronounce complicated words, lack of confident to speak in a foreign language and felt shy to speak up, they were lack of grammar and fluency.

C. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking by using group investigation (GI) method as the first formulation of the problem this research.

Al-Qur'an says in Q.S Al-Baqarah 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَيَالِ الْوَالِدِينَ
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

Meaning: We made a covenant with the Children of Israel: “Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms.” Then you turned away, except for a few of you, recanting.” Therefore speaking is a necessary ability to communicate with each other, and people is communicating to anyone and ordered by Allah to use good words.

Besides, the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning speaking by using group investigation (GI) method as the second formulation of the problem. This research was produced by the participants of the research; they were English teacher and the students of XII AK in the first semester in the academic year of 2017/2018 that had been observed.

1. Process of Teaching Learning Speaking by Using Group Investigation (GI) Method.

Teaching speaking by using group investigation (GI) method was assumed to be able to help the students in learning speaking. But, in this research the teaching learning process by using group investigation (GI) method was still not effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning speaking by using group investigation (GI) method.

In this research, the researcher observed the teaching and learning speaking by using group investigation (GI) process that was done by the teacher in two meetings. Based on the notes which were taken by the researcher, the teacher started the lesson activity by greeting to the students warmly and checked the students' attendance. The teacher had prepared the task that would be given to the students about advertisement.

Second, the teacher reviewed the last lesson and built students' knowledge about lesson. The teacher divided the students into some groups and each group consisted of four students. The teacher explained the concept and the rules of Group Investigation (GI) Method, and gave some examples. Then, teacher explained first that the students would get one task with different picture about advertisement. The teacher explained how the students answer the task that was given by the teacher. After that, each group discusses the task that was given by the teacher. These

activities were supported by result of modifying Shoimin and Slavin, they said that the steps of teaching and learning speaking by using group investigation (GI) such as: teacher divides into some groups. Each group consists of four to five members, the second is teacher explains about purpose of the learning, the third is the teacher gives task to each group which they investigate and the forth is each group discusses the task is given by the teacher. See appendix 6A for the result of the observation during the activities of teaching and learning speaking through group investigation (GI) at SMK TARUNA Bandar Lampung.

The next activities was the teacher asked each group to present about result of investigated in front of class together, after the students present about their project, the teacher gave motivation to the students and for the next meeting they would learn it again and the teacher concluded the lesson by repeating about the material that they learnt. This way was not in line with result of modifying Shoimin and Slavin's theory about the steps of teaching and learning speaking by using group investigation (GI) because there were two steps which missed by the teacher that were the teacher asks the other group if any criticism or reaction about presentation and finally the teacher gives evaluation if any mistakes about the topics in presentation.

From the data gained through observation, the researcher assumed that the teaching learning speaking by using group investigation (GI) method was still less effective and maximal. The teacher did not follow all of the procedure based Shoimin and

Slavin. Some steps in group investigation (GI) was ignored by English teacher (see appendix 6A), then sequences were done hastily by the teacher. The teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning speaking by using group investigation (GI). In addition, the students looked bored in teaching and learning process. That was indicated that the students had no interest in learning speaking by using group investigation (GI). Therefore, the teacher should be able to attract the students' interest in learning speaking by using group investigation (GI) method.

From the data gained through observation, the researcher assumed that the teaching and learning process especially speaking by using group investigation (GI) method was not well. Even more there were many obstacles faced by teacher and her students that made the teaching learning process by using group investigation (GI) method was still less effective and not maximal. But, it did not give the big influence for the teaching and learning process.

2. Problems faced by English Teacher in Teaching Speaking by Using Group Investigation (GI) Method.

Having conducted the research, the researcher found the teacher's problems during applying of group investigation (GI) method in teaching speaking at SMK TARUNA Bandar Lampung. Based on the result of observation (see appendix 6A)

and interview report (see appendix 7A), the researcher took some conclusion about teacher's problem in teaching speaking by using group investigation (GI) method.

The problem that was found teacher had difficulties if the students did not talk or say anything in the classroom. Based on data of observation, the researcher found that the teacher had difficulties if the students did not talk or say anything in the classroom. The teacher had difficulties building students' motivation, so when teaching and learning process the teacher and students looked passive (see appendix 6A, observation report). It was supported by Maley that said one the problems of teaching speaking is students will not talk or say anything.

Next problem was teacher cannot control the students when they just end up chatting with their friends, the teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class, the teacher sometimes got difficult when asked the students to come in front of the class, because not all the students were confident, lack of motivation in learning, and less interested in learning English, especially in speaking (see appendix 6A, observation report). It was in line with Maley, she said the problems in teaching speaking are as follows: the students will not talk or say anything, when students work in pairs or groups they just end up chatting in their own language, and when all the students speak together it gets too noisy and out of hand and lose control of the classroom.

In addition, the researcher found some problems of English teacher in asked the students to come in front of the class, because not all the students were confident. The teacher had difficult to build students' motivation, because some of the students were passive, they looked did not interest in teaching learning process (see appendix 6A, observation report).

Based on the finding in the research above, it can be concluded that theory of Maley was appropriate with the real condition. Moreover, an English teacher has to build students' motivation, control the students' noisy and look for the best way to solve the problem when students not talk or say anything.

3. Problems faced by Students in Learning Speaking by Using Group Investigation (GI) Method.

The researcher employed observation, interview and questionnaire to know the students' problems in learning speaking by using group investigation (GI) method. Having conducted the research, the researcher found the problems of students in learning speaking through group investigation (GI) at SMK TARUNA Bandar Lampung.

Some problems which the researcher found during conducting the research were appropriate to theory of Ur such as inhibition, nothing to say, low or uneven participation and mother tongue use. See appendix 8A for the questionnaire report.

In addition, during the research the researcher found that the students had problems inhibition was gotten based on the answer of students thinking fear and shy to speak English. On the other hand, students faced the problem of nothing to say because the students inhibited to say something in a foreign language, because they lack confidence and fear wrong when speak up using a foreign language, they felt shy to speak up, they felt difficult to pronoun the word in a foreign language, they were had lack of vocabulary. The students often used their mother tongue in the classroom because they were felt difficult to pronounce and accustomed to use Indonesian language in the class, they less mastering of vocabulary. The students' participation was low in the classroom, there were problems faced by the students in learning speaking, so they cannot understand when leant speaking.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problems that happened in the learning speaking by using group investigation (GI) method, they were; low of pronunciation, fluency, lack of vocabulary and lack of confidence, it supported by Thornbury. The researcher concluded that the English teacher still cannot do the steps of group investigation (GI) method in teaching and learning speaking well, even more there were weakness in several sides and there were many obstacles faced by the teacher and the students.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the Researcher drew some conclusions and suggestions in teaching and learning speaking by using group investigation (GI) method.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process in the class were not well. It could be seen by the teacher did group investigation (GI) steps not based on the Shoimin and Slavin's procedure of teaching and learning speaking by using group investigation (GI) method. Although there were some lack in several sides and there were some problems faced by the teacher and the students. In other hand, the classroom atmosphere in teaching and learning speaking by using group investigation (GI) method were the students looked active in the learning speaking by using group investigation (GI) method. But, some of them were looked less respond and did not have motivation.
 - a. The teacher's problems in teaching speaking using group investigation (GI) method were the teacher cannot control the class well because some of the students were busy with their own work and the teacher less attention how to encourage the students in order to interest in learning speaking process. In other hand, the teacher

also difficult to build students' motivation and teaching learning process of the teacher and the students were less of interaction and the teacher felt difficult if the students did not talk or say anything in the classroom.

2. The students' problems in learning speaking using group investigation (GI) method were inhibition (fearful of criticism when spoke in English and feel shy to performance in front of the class, nothing to say, low or uneven participation in the class, mother-tongue use. The students had problem with finding motivation and interest in learning speaking. Then, they were being passive during learning process. The students had lack of fluency, it caused because they felt difficult to pronoun the words in foreign language. Some of students had low of grammar, it looked when they were presentation of their final project in front of the class. The students felt unconfident to speak up, it caused because the students have no good vocabulary mastery.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teacher

- a. The teacher should provide a variety of method, especially in teaching speaking in order to make teaching learning process more interesting and to attract the students in learning English.

- b. The teacher should built students' motivation, so between teacher and students not passive.
- c. The teacher should assertive when students could not handle.
- d. The teacher is supposed to give feedback and does reflection for the students.

2. For the Students

- a. The students should be more creative and have motivation to learn and practice their English at school and out of the school.
- b. The students should practice to speak English with their friends and in front of mirror in order to grow their confidence, fluence and minimize the use of mother tongue.
- c. The students should try to speak with a good grammar, even though there will be a mistake but just let it as a lessons.
- d. The students should improve their vocabulary, pronunciation and meaning by using dictionary that can be easily used in their speaking activity.

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Appendix 1A Interview Guideline for the Teacher in the Preliminary Research**INTERVIEW GUIDELINE
FOR THE TEACHER**

Interviewer : Nina Apriyana
Interviewee : Dra. Endah Suprihatiningsih
Day/date : Monday/February, 27th2017
Time : 09.00 a.m
Place : SMK TARUNA Bandar Lampung

1. How long do you teach English in this school ?
2. Can you tell me about your experience in teaching English ?
3. What is your method usually use to teach *Speaking* ?
4. What is your problem in teaching *Speaking* ?
5. How is the students' *Speaking* ability?
6. What is the students' problem in learning *Speaking* ?

Appendix 1B Teacher's Interview Transcript in the Preliminary Research

Transcript of Interview with English Teacher at SMK TARUNA Bandar Lampung

- Researcher : How long do you teach English in this school?
- Teacher : I begin teaching English in this school about 7 years ago.
- Researcher : what class you usually teach in this school ?
- Teacher : I teach XII grade.
- Researcher : Can you tell me about your experience in teaching English especially English?
- Teacher : My experience is very happy i can help the students to understand about English.
- Researcher : Do you have method in teaching *Speaking* ? can you mention it ?
- Teacher : Yes, i do. The method i uses in teaching is Group Investigation.
- Researcher : Do you have problems in teaching *Speaking* ?
- Teacher : So far the problem are students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.
- Researcher : How the students' ability in *Speaking* ?
- Teacher : Still low, students are still difficult for expresing idea, they less about vocabulary, they are still difficult to use their pronounce correctly, then the students cann't arrange the words correctly when do conversation. Then they sometimes afraid make mistakes when they want to speak.
- Researcher : What is the students' problem in learning *Speaking* ?
- Teacher : The students less confidents and they are shy when they want to speak English, they less interested in *Speaking* subject and less vocabulary that make they afraid to speak English and and they are still difficult to use their pronounce correctly.
- Researcher : Could you give me your data *Speaking* in this semester ?
- Teacher : Yes, of course.

Researcher : I think my interview is done. Thank you so much for your time.

Teacher : you're welcome.



Appendix 1C The Result of Teacher's Interview in the Preliminary Research

THE RESULT OF INTERVIEW

Interviewer : Nina Apriyana
Interviewee : Dra. Endah Suprihatiningsih
Day/date : Monday/February, 27th2017
Time : 09.00 a.m
Place : SMK TARUNA Bandar Lampung

No.	Question	Answer	Conclusion
1	How long do you teach English in this school ?	I begin teaching English in this school about 7 years ago.	Based on interview with English teacher, the teacher have taught English 7 years.
2	Can you tell me about your experience in teaching English ?	My experience is very happy i can help the students to understand about English.	The students must be given more motivation to develop their Speaking ability.
3	What is your method usually use to teach Speaking ?	When teach Speaking i usually uses Group Investigation method.	Can be concluded based on interview that the teacher using GI method for teaching English.
4	What is your problem in teaching Speaking ?	so far the problem are students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.	Based on interview, teacher finds problem when teaching Speaking, such as the students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.
5	How is the students' Speaking ability ?	Still low, students are still difficult for expresing idea, they less about vocabulary, they are still difficult to use their pronounce correctly, then the students can't arrange the words correctly when do conversation. Then they sometimes afraid make mistakes when they want to speak.	Can be concluded that effect factor students' still low in Speaking, it causes because the students feel shy, less confident for express their idea in English, they are still difficult to use their pronounce correctly, Then they sometimes afraid make mistakes when they want to speak.

6	What is the students' problem in learning Speaking ?	The students are less confident and shy when they want to speak English, they are less interested in Speaking subject, less vocabulary that makes them afraid to speak English and they are still difficult to use their pronunciation correctly.	Based on interview with English teacher, some problems that are faced by students in learning Speaking. Such as less interested in learning Speaking, they still feel shy and afraid to speak English, they are difficult for using pronunciation correctly.
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Appendix 2A Questionnaire of the Students in the Preliminary Research

ANGKET (KUESIONER)

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnyadan sejas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk Pengisian:

Sebelum mengisi kuesioner ini, Anda dimohon untuk memperhatikan hal-hal sebagai berikut:

1. Berilah tanda ceklist (\checkmark) pada salah satu kolom pilihan jawaban yang tersedia

- | | | |
|-----------------------|----------------------|------------------------------|
| 1. SS : Sangat setuju | 3. BS : Biasa saja | 5. STS : Sangat tidak setuju |
| 2. S : Setuju | 4. TS : Tidak setuju | |

Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Belajar Speaking di dalam kelas sangat menyenangkan	\checkmark				

Responden :

Kelas :

Tempat : SMK TARUNA Bandar Lampung

No	Pernyataan	Jawaban				
		SS	S	BS	TS	STS
1.	Saya menyukai pelajaran Bahasa Inggris					
2.	Saya merasa ada manfaat nya jika belajar bahasa Inggris					
3.	Pelajaran speaking sangat penting					
4.	Saya menyukai cara mengajar guru bahasa Inggris khusus nya <i>speaking</i> dengan menggunakan metode Group Investigation					
5.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris					
6.	Saya sering merasa malu dan kurang percaya diri ketika belajar bahasa Inggris terutama pelajaran <i>speaking</i>					
7.	Saya sering merasa kesulitan ketika berbicara bahasa Inggris dengan pengucapan yang benar (pronunciation)					

Appendix 2B The Result of Students' Questionnaire

The Result of Questionnaire

No	PERNYATAAN	KETERANGAN					Total	Kesimpulan
		SS	S	BS	TS	STS		
1	Saya menyukai pelajaran Bahasa Inggris	10%	15%	40%	15%	20%	100%	Most of students do not like English.
2	Saya merasa ada manfaat nya jika belajar bahasa Inggris	15%	15%	50%	10%	10%	100%	Based on the percentage, some students think that there are advantage if we learn English, but most of students do not think so.
3	Pelajaran speaking sangat penting	10%	10%	60%	10%	10%	100%	Most of students are not feel interest with speaking subject
4	Saya menyukai cara mengajar guru bahasa Inggris khusus nya <i>speaking</i> dengan menggunakan metode Group Investigation	16%	10%	55%	12%	7%	100%	Based on the percentage, some students agree if the teacher use nice method, but most of students are not feel interest with the teacher's method.
5	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris	65%	15%	10%	5%	5%	100%	Most of students are feel difficult in learning English.
6	Saya sering merasa malu dan kurang percaya diri ketika belajar bahasa Inggris terutama pelajaran <i>speaking</i>	45%	15%	10%	15%	15%	100%	Most of students feel shyness and self-confidence when learning English.
7	Saya sering merasa kesulitan ketika berbicara bahasa Inggris dengan pengucapan yang benar (pronunciation)	58%	12%	10%	10%	10%	100%	Most of students are difficult to speaking with pronunciation correctly.

Keterangan:

SS : SangatSetuju

TS : TidakSetuju

BS : BiasaSaja

STS : SangatTidakSetuju

S : Setuju

ANGKET (KUESIONER)

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnyadan sejelas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk Pengisian:

Sebelum mengisi kuesioner ini, Anda dimohon untuk memperhatikan hal-hal sebagai berikut:

1. Berilah tanda ceklist (\checkmark) pada salah satu kolom pilihan jawaban yang tersedia

1. SS : Sangat setuju 3. BS : Biasa saja 5.STS :Sangat tidak setuju
2. S : Setuju 4. TS : Tidak setuju

Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Belajar Speaking di dalam kelas sangat menyenangkan	\checkmark				

Responden :

Kelas :

Tempat : SMK TARUNA Bandar Lampung


No	Pernyataan	Jawaban				
		SS	S	BS	TS	STS
1.	Saya menyukai pelajaran Bahasa Inggris					
2.	Saya merasa ada manfaat nya jika belajar bahasa Inggris					
3.	Pelajaran speaking sangat penting					
4.	Saya menyukai cara mengajar guru bahasa Inggris khusus nya <i>speaking</i> dengan menggunakan metode Group Investigation					
5.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris					
6.	Saya sering merasa malu dan kurang percaya diri ketika belajar bahasa Inggris terutama pelajaran <i>speaking</i>					
7.	Saya sering merasa kesulitan ketika berbicara bahasa Inggris dengan pengucapan yang benar (pronunciation)					



Appendix 3A Students' Speaking Score of Class XII AK

Speaking Score of XII Akuntansi of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018

No	Name	Gender	KKM	Score
1.	Student 1	F	75	65
2.	Student 2	F	75	55
3.	Student 3	F	75	53
4.	Student 4	F	75	50
5.	Student 5	F	75	63
6.	Student 6	F	75	79
7.	Student 7	F	75	85
8.	Student 8	F	75	60
9.	Student 9	M	75	66
10.	Student 10	M	75	79
11.	Student 11	F	75	90
12.	Student 12	F	75	80
13.	Student 13	F	75	68
14.	Student 14	F	75	58
15.	Student 15	F	75	57
16.	Student 16	F	75	65
17.	Student 17	F	75	60
18.	Student 18	F	75	80
19.	Student 19	F	75	79
20.	Student 20	F	75	55
Mean				67

 = Students of XII AK did not pass the minimum score

F = 18

M = 2

Appendix 3B Students' Speaking Score of Class XII TKJ

Speaking Score of XII Teknik Komputer dan Jaringan of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018

No	Name	Gender	KKM	Score
1.	Student 1	M	75	70
2.	Student 2	M	75	74
3.	Student 3	M	75	90
4.	Student 4	M	75	85
5.	Student 5	M	75	73
6.	Student 6	M	75	69
7.	Student 7	M	75	70
8.	Student 8	M	75	89
9.	Student 9	M	75	72
10.	Student 10	M	75	68
Mean				76

 = Students of XII TKJ did not pass the minimum score


F = -

M = 10

Appendix 3C Students' Speaking Score of Class XII AP

Speaking Score of XII Administrasi Perkantoran of SMK TARUNA Bandar Lampung in the Academic Year of 2017/2018

No	Name	Gender	KKM	Score
1.	Student 1	F	75	68
2.	Student 2	F	75	65
3.	Student 3	F	75	80
4.	Student 4	F	75	57
5.	Student 5	F	75	89
6.	Student 6	F	75	55
7.	Student 7	F	75	64
8.	Student 8	F	75	79
9.	Student 9	F	75	56
10.	Student 10	F	75	85
11.	Student 11	F	75	88
12.	Student 12	F	75	62
13.	Student 13	F	75	85
14.	Student 14	F	75	66
15.	Student 15	F	75	65
16.	Student 16	F	75	77
17.	Student 17	F	75	90
18.	Student 18	F	75	88
19.	Student 19	F	75	67
20.	Student 20	F	75	53
21.	Student 21	F	75	68
22.	Student 22	F	75	80
Mean				72

 = Students of XII AP did not pass the minimum score

F = 22

M = -

SILABUS

NAMA SEKOLAH : SMK TARUNA Bandar Lampung
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : XII / 5 - 6
STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Intermediate*
ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.1 Memahami monolog yang muncul pada situasi kerja tertentu	<ul style="list-style-type: none"> Pertanyaan mengenai informasi umum (general information) yang terkait dengan monolog dijawab dengan benar. Pertanyaan mengenai isi monolog (detailed information) dijawab dengan benar Monolog yang muncul pada situasi kerja tertentu ditulis kembali dalam bentuk intisari/summary (<i>taking notes</i>) 	<ul style="list-style-type: none"> Short talks (advertisements, reports, announcements, dll) Relevant vocabulary Antonym, synonym. Affixes : prefixes, suffixes 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Matching pictures with appropriate description Listening for information and answering questions Speaking <ul style="list-style-type: none"> Practicing dialogs with partners Making dialogs with the situations given Reading <ul style="list-style-type: none"> reading for information Matching words with their synonyms Answering questions Writing <ul style="list-style-type: none"> Writing descriptions of jobs in the pictures 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> retelling, summarizing Tes tertulis <ul style="list-style-type: none"> menjawab pertanyaan pilihan ganda atau essay 	16			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ 30 Days to the TOEIC Test ❖ Vocabulary Book

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.2 Memahami percakapan terbatas dengan penutur asli	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk membuat reservasi yang dilakukan oleh penutur asli ditanggapi dengan tepat • Ungkapan-ungkapan untuk mengajukan keluhan yang dilakukan oleh penutur asli ditanggapi dengan tepat. • Ungkapan-ungkapan untuk membuat kesepakatan (<i>arrangement</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memastikan dan membatalkan kesepakatan dilakukan dengan tepat. • Ungkapan-ungkapan untuk menyatakan keinginan atau situasi yang tidak nyata baik untuk masa depan, masa kini atau masa lampau (<i>conditional sentences and subjunctive wish</i>) digunakan dengan tepat. • Ungkapan-ungkapan yang dipakai dalam wawancara digunakan secara tepat 	<ul style="list-style-type: none"> • Percakapan di telepon tentang reservasi <ul style="list-style-type: none"> - Can I book two rooms for Saturday night, please? • Reservation forms • Future tense • Response to complaints <ul style="list-style-type: none"> - I am very sorry, Sir • Expressions dealing with arrangement <ul style="list-style-type: none"> - What about tonight? - I'm sorry. I have got something to do tomorrow. What about Sunday? • Expressions dealing with confirmation and cancellation: <ul style="list-style-type: none"> - I'd like to confirm my flight to Singapore. - I regret to tell you that I have to cancel our appointment. • Modals Auxiliary: WOULD • Expressions dealing with unreal condition. <ul style="list-style-type: none"> - If you came, you would see him. • Conditional Types 2 and 3 • Subjunctives with <i>wish, if only, would rather</i>. • Answering typical questions asked in interviews <ul style="list-style-type: none"> - My name is.... - I apply for this position because ... - I'm interested in working here because ... 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Dialogues about reservations, - Questions and answers about the dialogues heard • Speaking: <ul style="list-style-type: none"> - Dialogue practice with the above matter • Reading comprehension: <ul style="list-style-type: none"> - Reading dialogues and or letters - Questions and answers about conditional sentence type I, II and III • Writing: <ul style="list-style-type: none"> - Completing a dialog - Filling in a form based on the dialog - Arranging jumbled words 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - memperagakan dialog secara berpasangan • Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog dan pilihan ganda 	24			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ Elementary Communication Games ❖ English for Hotel Journey II ❖ Grammar in Use ❖ Grammar Dimension (Platinum Edition) ❖ American Business English

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.3 Menyajikan laporan	<ul style="list-style-type: none"> Outline laporan prakerin ditulis didalam powerpoint slide atau transparansi dengan menggunakan kalimat yang singkat dan padat. Laporan prakerin disajikan secara lisan dalam bentuk presentasi yang benar. 	<ul style="list-style-type: none"> Presentation skills: <ul style="list-style-type: none"> How to open a speech How to propose ideas How to elaborate ideas How to close a speech How to handle questions How to use body language How to maintain audience's attention How to use presentation aids. 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Listening for information Listening and completing the table Listening to a business letter and answering questions Speaking <ul style="list-style-type: none"> Identifying the expressions used in presenting a report Making the outline of a report Question and answer Presenting a report Reading <ul style="list-style-type: none"> reading for information and answering questions Writing <ul style="list-style-type: none"> Writing the out line of an apprenticeship report Writing the report 	<ul style="list-style-type: none"> Presentasi Tanya-jawab tentang isi presentasi Pilihan Ganda 	26			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ Laporan prakerin ❖ Tips in Giving Presentations ❖ How to Give a Good Presentation

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.4 Memahami manual penggunaan peralatan	<ul style="list-style-type: none"> Pertanyaan-pertanyaan yang terkait dengan isi manual penggunaan alat dijawab dengan benar. Petunjuk penggunaan peralatan (minimal dua manual) diungkapkan kembali dengan kata-kata sendiri secara tepat. 	<ul style="list-style-type: none"> Manuals: (telephone installation, computer installation, maintenance and repair, etc.) Relevant vocabulary Antonym/Synonym Affixes: prefixes, suffixes. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dialogues about reservations, Questions and answers about the dialogues heard Speaking: <ul style="list-style-type: none"> Dialogue practice with the above matter Reading comprehension: <ul style="list-style-type: none"> Reading a dialog- Questions and answers Writing: <ul style="list-style-type: none"> Completing a dialog Filling in form based on the dialog Arranging jumbled instructions Writing some instructions based on the pictures 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Retelling / questions and answers Tes tertulis <ul style="list-style-type: none"> multiple choice / essay 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ Various manuals ❖ Global Access to the World of Work ❖ 30 Days to the TOEIC Test
3.5 Memahami surat-surat bisnis sederhana	<ul style="list-style-type: none"> Pertanyaan yang terkait dengan isi surat-surat bisnis dijawab dengan benar. Isi surat bisnis diceritakan kembali dengan benar. 	<ul style="list-style-type: none"> Business documents: letters, faxes, memos, advertisements, brochures, forms, questionnaires, etc. Relevant vocabulary Antonym/synonym Affixes: prefixes/suffixes 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Matching words with parts of a letter Completing a letter Questions and answers about the dialogues heard Speaking: <ul style="list-style-type: none"> Communication practice on a job interview Reading comprehension: <ul style="list-style-type: none"> Reading letters Questions and answers Writing: <ul style="list-style-type: none"> Arranging jumbled sentences into a good letter Filling in a resume 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Retelling / questions and answers Tes tertulis <ul style="list-style-type: none"> multiple choice / essay 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ English for Secretaries ❖ English Business Letters ❖ Vocabulary Book

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.6 Memahami dokumen-dokumen teknis	<ul style="list-style-type: none"> Pertanyaan yang terkait dengan isi <i>Standard Operating Procedure</i> (SOP) dijawab dengan benar. <i>Standard Operating Procedure</i> (SOP) di tempat kerja diceritakan kembali dengan kata-kata sendiri dengan benar. 	<ul style="list-style-type: none"> SOP from a specific workplace (receptionist, waiter, etc.) Relevant vocabulary Antonym/synonym Affixes: prefixes, suffixes 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dictation Listening for information Speaking: <ul style="list-style-type: none"> Retelling the content of Standard Operating Procedures (SOP). Understanding and discussing about Standard Operating Procedures (SOP) Reading comprehension: <ul style="list-style-type: none"> Reading for information Finding synonym and antonym of words Writing: <ul style="list-style-type: none"> Arranging jumbled procedures Matching a procedure with its title Writing a procedure of doing something 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Retelling Tes tertulis <ul style="list-style-type: none"> Composi Multiple choice 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ SOP from workplace ❖ Vocabulary Book

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
3.7 Menulis surat bisnis dan laporan sederhana	<ul style="list-style-type: none"> Surat-surat bisnis (tawaran, pesanan, <i>enquiry</i> dll) dibuat secara sederhana. Surat-surat bisnis (tawaran, pesanan, <i>enquiry</i> dll) dibalas secara tertulis dengan benar. Iklan lowongan pekerjaan direspon dengan membuat surat lamaran dengan benar. Laporan prakerin disajikan dalam bentuk laporan tertulis. 	<ul style="list-style-type: none"> Samples of business letters Parts of a letter: <ul style="list-style-type: none"> The letter head Date Inside address Opening salutation The body Closing salutation Signature Samples of advertisement on job vacancy Samples of letters of application 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Matching words with parts of a letter Completing a letter Questions and answers about the dialogues heard Speaking: <ul style="list-style-type: none"> Communication practice on a job interview Reading comprehension: <ul style="list-style-type: none"> Reading letters Understanding and discussing about parts of business letters. Questions and answers Writing: <ul style="list-style-type: none"> Arranging jumbled sentences into a good letter Filling in a resume form 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> Composition Multiple choice 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XII Intermediate level ❖ American Business English ❖ English Business Letters

Keterangan:

TM : Tatapmuka

PS : Praktik di Sekolah (2 jam praktik di sekolah setara dengan 1 jam tatap muka)

PI : Praktek di Industri (4 jam praktik di Du/Di setara dengan 1 jam tatap muka)

Mengetahui,
Kepala Sekolah

..... 20.....
Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK Taruna Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XII/I
Alokasi Waktu	: 4 x 45 menit (2x pertemuan)
Tema	: Advertisement

A. Standar Kompetensi

3. Berkomunikasi dengan Bahasa Inggris setara Level Intermediate.

B. Kompetensi Dasar

3.1 Memahami monolog yang muncul pada situasi kerja tertentu.

C. Indikator

3.1.3 Mengungkapkan makna dalam teks dengan menggunakan ragam bahasa secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk:
Advertisement.

D. Nilai Karakter

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

E. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik mampu :

- Menggunakan kalimat *simple present* dalam membuat periklanan
- Melakukan monolog dan dialogue untuk menyampaikan sebuah berita
- Melakukan monolog dan dialogue untuk menyampaikan sebuah iklan yang menarik
- Berbicara secara lisan

E. Materi Pembelajaran

Generic structure of Advertisement

- Purpose (Tujuan) : purpose built of the advertisement
- Name of product (Nama Produk) : product names in advertising
- User (Pengguna) : user of the product

➤ Language Feature

- Use simple present tense

Topik :Product Advertisement

Example of picture in news item :



Theme : Food Advertisement

Key Word : food (n)

F. Metode Pembelajaran

Metode/teknik pembelajaran : Group Investigation Method

G. Media, Alat dan Sumber Pembelajaran

1. Media : book, white board, paper worksheet
2. Alat : white board and marker
3. Sumber pembelajaran : buku bahasa Inggris SMK kelas XII dan Internet

H. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Apresiasi :

- Greeting and checking the attendance
- Menanyakan materi yang diajarkan pada pertemuan sebelumnya kepada siswa
- Tanya jawab tentang hal-hal yang berkaitan dengan materi

b. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi, guru :

- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dan guru.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Memberikan penjelasan tentang advertisement yang cukup kemudian memberikan pertanyaan yang berhubungan dengan materi yang sedang dibahas.

❖ Elaborasi

Dalam kegiatan elaborasi, guru :

- Guru membagi kelas menjadi beberapa kelompok yang heterogen, tiap-tiap kelompok terdiri dari 2-6 siswa/i.

- Menyampaikan maksud dari pembelajaran / menjelaskan secara singkat tentang materi yang akan dibahas.
- memberikan tugas kepada siswa sesuai dengan materi yang sedang dibahas.
- Memberitahukan kepada siswa/i untuk mendiskusikan tugas yang telah diberikan bersama teman kelompoknya.
- Setelah selesai, setiap kelompok bersama-sama menyampaikan hasil pembahasannya di depan kelas.

❖ Konfirmasi

Dalam kegiatan konfirmasi, guru :

- Memberikan kesempatan kepada siswa/i untuk memberikan kritik kepada teman-temannya yang sudah selesai persentasi.
- Bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Memberikan evaluasi jika ada yang salah tentang topik yang di persentasikan oleh siswa/i.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru :

- Bersama-sama dengan peserta didik dan/sendiri membuat rangkuman/ simpulan pelajaran;
- Melakukan penilaian dan/ refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/ memberikan tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. Penilaian

a. Indikator, Teknik, Bentuk, Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mampu melakukan monolog / dialogue dalam bentuk Advertisement	Tes lisan	Praktik	Read the text loudly and correctly.

Pensekoran Penilaian :

No.	Aspect	Score
1.	Grammar	5
2.	Vocabulary	5
3.	Comprehension	5
4.	Fluency	5
5.	Pronunciation	5
Total		25

Nilai : $\frac{\text{Total Score}}{25} \times 100$

Bandar Lampung, 10 Juli 2017

Guru Mata Pelajaran

Dra. Endah Suprihatiningsih

Appendix 6A Observation Report

First Meeting

Observation Report of Teaching and Learning Speaking Process by using Group investigation (GI) method.

	NO	ASPECTS	YES	NO	EXPLANATION
A	Process: Planning, doing, and evaluation				
	1.	Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.	√		The teacher divided the students into some groups. Each group consisted of four members.
	2.	The teacher explains about purpose of the learning.	√		The teacher explained the rules of the learning by using group investigation (GI) method after that the teacher explained the materials that they were going to learn.
	3.	The teacher gives task to each group which they investigate.	√		The teacher gave task to each group which they investigated.
	4.	Each group discusses the task that is given by the teacher.	√		The teacher asked the students in each group to discuss the task.
	5.	Presentation of final project, one member from each group presentation of final project. The teacher will coordinate students' presentation.		√	The teacher asked all of the member in each group to present of their final project in front of the class but some of students were unconfident and some of students were brave to come forward.
	6.	Other group can give criticism and reaction.		√	The teacher did not asked to the students if any criticism and reaction, because limited time.
	7.	Evaluation, The teacher gives evaluation if any mistake about the topics in presentation.		√	In the last step, the teacher just concluded the lesson by repeating about the material that had learnt. The teacher did not evaluate if any mistake about the topics in presentation.
B.	Teacher problems:				

	9.	Does the teacher have difficulties if the students not talk or say anything ?	√		The teacher got difficulties when the students don't talk or say anything.
	10.	Does the teacher have difficulties if the students just end up chatting when they work in pairs or groups?	√		The teacher cannot control the students when their worked in pairs.
	11.	Does the teacher have difficulties if the students gets too noisy when they speak together?	√		The teacher could not control the students' noisy after that, the students were not focused when learnt speaking by using group investigation (GI) method.
	12.	Are there any other problems when the teacher teaches Speaking?	√		The teacher had difficulties building students' motivation, cause when teaching and learning process the teacher and the students was passive and less of interaction.
C	Students' problem:				
	13.	Are the students often inhibited about trying to say things in a foreign language in the classroom?	√		Some students felt often inhibited about trying to say something used a foreign language in the classroom because they felt difficult to pronoun the words correctly.
	14.	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?	√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they were just silent or passive.
	15.	Do the students have Low or uneven participation in the classroom?	√		Some students were low participation.
	16.	Do the students use Mother-tongue in the classroom?	√		Some students used mother tongue in the classroom because it was easier, they felt unnatural to speak to another in a foreign language, and

					because they felt less exposed if they were speaking used their mother tongue.
	17.	Are there any other problems when the students learn Speaking in the classroom?	√		Some students had difficulties in pronouncing the words, felt unconfident, passive in learning speaking process and lack of fluency.

Second Meeting

Observation Report of Teaching and Learning Speaking Process by using Group investigation (GI) method.

	No	ASPECTS	Yes	No	Note
A	Process: Planning, doing, and evaluation				
	1.	Teacher divides the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.		√	The teacher didn't divided the students into some groups.
	2.	The teacher explains about purpose of the learning.		√	The teacher didn't explained the rules of the learning by using group investigation (GI) method.
	3.	The teacher gives task to each group which they investigate.		√	The teacher didn't gave task to each group which they investigated.
	4.	Each group discusses the task that is given by the teacher.	√		The teacher asked the students in each group to discuss the task.
	5.	Presentation of final project, one member from each group presentation of final project. The teacher will coordinate students' presentation.		√	The teacher asked all of the member in each group to present of their final project in front of the class but some of students were unconfident and some of students were brave to come forward.
	6.	Other group can give criticism and reaction.		√	The teacher did not asked to the students if any criticism and reaction, because limited time.
	7.	Evaluation, The teacher		√	In the last step, the teacher just

		gives evaluation if any mistake about the topics in presentation.			concluded the lesson by repeating about the material that they learnt. The teacher did not evaluate if any mistake about the topics in presentation.
B.	Teacher's problems:				
	9.	Does the teacher have difficulties if the students not talk or say anything ?	√		The teacher got difficulties when the students don't talk or say anything.
	10.	Does the teacher have difficulties if the students just end up chatting when they work in pairs or groups?	√		The teacher cannot control the students' noisy when their worked in pairs.
	11.	Does the teacher have difficulties if the students gets too noisy when they speak together?	√		The teacher could not control the students' noisy after that, the students were not focused when learnt speaking by using group investigation (GI) method.
	12.	Are there any other problems when the teacher teaches Speaking?	√		The teacher had difficulties building students' motivation, because when teaching and learning process the teacher and the students were less of interaction.
C	Students' problem:				
	13.	Are the students often inhibited about trying to say things in a foreign language in the classroom?	√		Some students felt often inhibited about trying to say something used a foreign language in the classroom because they worried pronounce some words correctly.
	14.	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?	√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they were just silent or passive.
	15.	Do the students have Low or uneven participation in the classroom?	√		Some students are low participation. Because some of the students looked passive, they looked did not interest in teaching learning process.
	16.	Do the students use Mother-tongue in the classroom?	√		Some students used mother tongue in the classroom because it was easier, they felt unnatural to speak to another

					in a foreign language, and because they felt less exposed if they were speaking used their mother tongue.
	17.	Are there any other problems when the students learn Speaking in the classroom?	√		Some students had difficulties in pronouncing the words, felt unconfident, passive in learning speaking process, lack of fluency and lack of grammar.



Appendix 6B Observation Field Note of Observation Sheet

Day and Date : Wednesday, August 23rd 2017

Time : 07.15 Am

Place : SMK TARUNA Bandar Lampung

Class : XII AK

Note:

First Meeting

- Teacher greeted to students and checked the students' attendance list.
- Students answered, although some of them were still busy with other activities like preparing the book on the table.
- The teacher had prepared the materials about advertisement of food.
- The teacher reviewed the last lesson and built students' knowledge about the lesson.
- The teacher divided the students into some groups. Group composition was academically and ethnically heterogeneous. Each group consists of four-to five members.
- Then, the teacher explained the concept and the rules of group investigation (GI) method and gave some examples.
- After that, the teacher gave task to each group which their investigation.
- Then, the teacher asked the students each group to discuss the task.
- The teacher asked the students in all member of each group to presentation in front of class and some of students were shy and were not confident to come in front of class.
- The student prepared to presentation of final project.
- Sometimes the teacher stopped their presentation. She corrected the pronoun of the word made by the student.
- The students tried and replied the word with correct pronunciation.
- After that, the teacher asked them what they had learnt.
- Students gave responds.
- Finally, teacher closed the class.

Appendix 7A Interview Report

First Interview

Teacher (T) : Dra. Endah Suprihatiningsih
 Interviewer (I) : Nina Apriyana
 Day/Date : Monday, August 28th 2017
 Time : 09.00 Am.
 Place : SMK TARUNA Bandar Lampung

I : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

T : Yes, of course. Sometimes I feel confused when they were just silent because I did not know whether they understood or not about the lesson that was discussed.

I : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

T : First I reprimand those who enjoy chatting with his friends, for a moment they would be silent but soon they were noisy again and sometimes I let it.

I : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

T : Yes, of course. In addition to spend time to do the task, and also they cannot focus in learning.

I : Do you find other difficulties in teaching *Speaking* using GI? How do you deal with the problem ?

T : Yes, of course. When taught speaking, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*.

I : Are your students often inhibited about trying to say things in a foreign language in the classroom?

T : yes, they still felt shy and not confident. Sometimes when I ask students to speak up students usually feel embarrassed and often ask for his or her first friend to speak.

I : Do your students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

T : Yes, of course. Because they did not have many vocabularies and some of them were afraid to pronounce the English words.

I : Do your students perform low or uneven participation in the classroom?

T : Yes, because during the lesson students were less interested in learning English but some students had high participation.

I : Do your students use Mother-tongue in the classroom?

T : Yes, because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom.

I : Are there any other problems faced by students in learning Speaking using GI?

T : As long as I taught English in this class, I think there was nothing problem faced by students beside of the difficulty that I called before.

Second Interview

Teacher (T) : Dra. Endah Suprihatiningsih
 Interviewer (I): Nina Apriyana
 Day/Date : Tuesday, August 29th 2017
 Time : 09.00 Am.
 Place : SMK TARUNA Bandar Lampung

I : Do you find difficulties if the students do not talk or say anything in the classroom? How do you handle it?

T : Yes, I was given support to the students for talk and talk used a foreign language appropriate with students' ability.

I : Can you control students' noisy in the class when you apply GI method? How do you control the noise ?

T : yes, of course. Sometimes I was given a warning to the students who made noisy in the classroom and I said "hello, don't be noisy please!"

I : Do you find difficulties if the students just end up chatting when they work in pairs or groups? How do solve the problem ?

T : Yes, I reminded the students, if there was something they did not know when the group discussion was better ask directly to the teacher.

I : Do you find other difficulties in teaching *Speaking* using GI? How do you deal with the problem ?

T : Yes, of course. When taught speaking, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially *Speaking*.

I : Are your students often inhibited about trying to say things in a foreign language in the classroom?

T : yes, they still felt shy and not confident. Sometimes when I ask students to speak up students usually feel embarrassed and often ask for his or her first friend to speak.

I : Do your students have difficulties to express themselves beyond the guilty feeling that they should be speaking?

T : Yes, of course. Because they still lack vocab and sometimes they feel embarrassed and afraid of being wrong to express their ideas.

I : Do your students perform low or uneven participation in the classroom?

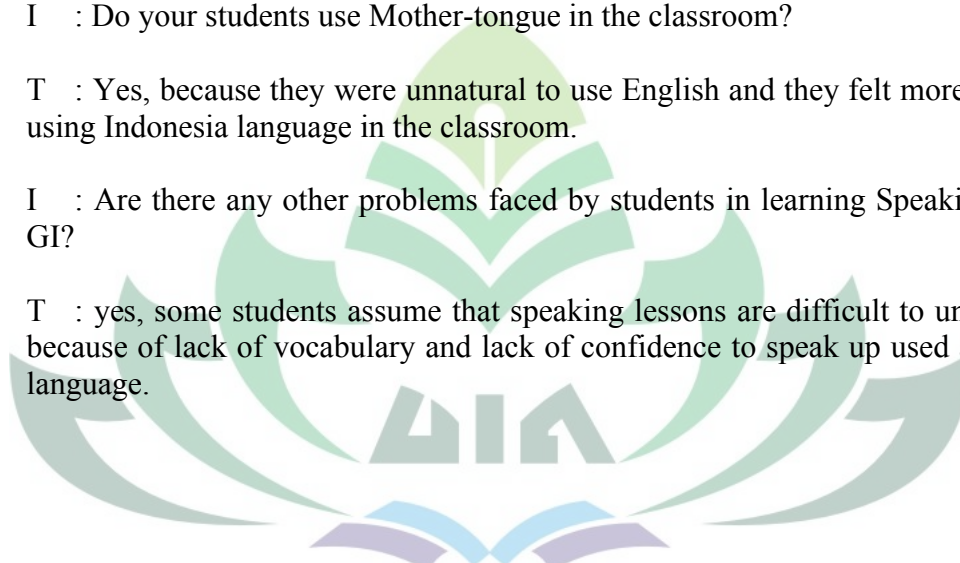
T : Yes, because during the lesson students were less interested in learning English but some students had high participation.

I : Do your students use Mother-tongue in the classroom?

T : Yes, because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom.

I : Are there any other problems faced by students in learning Speaking using GI?

T : yes, some students assume that speaking lessons are difficult to understand because of lack of vocabulary and lack of confidence to speak up used a foreign language.



Appendix 8A Questionnaire Report

Responden :

Kelas :

Hari/Tanggal :

PETUNJUK PENGISIAN

- I. Bacalah pertanyaan-pertanyaan dibawah ini hingga anda memahami maksudnya.
Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris, pengisian kuesioner ini tidak berpengaruh terhadap nilai bahasa Inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan dengan sejujur-juurnya.
- II. Jawablah pertanyaan di bawah ini dengan di sertai alasan yang tepat sesuai jawaban anda.

1. Mengapa kamu menahan diri untuk mencoba berbicara menggunakan bahasa Inggris ?

Jawaban:

2. Mengapa kamu merasa kesulitan untuk mengungkapkan kata-kata menggunakan bahasa Inggris ?

Jawaban:

3. Bagaimana partisipasi kamu di dalam kelas saat pelajaran Speaking ?

Jawaban:

4. Mengapa kamu menggunakan bahasa Indonesia di dalam kelas saat pelajaran bahasa Inggris ?

Jawaban:

5. Adakah masalah-masalah lain yang sering kamu hadapi dalam belajar Speaking ?

Jawaban:

Appendix 9A Documentation

The teacher divided the students into some groups. Group composition is academically and ethnically heterogeneous. Each group consists of four-to five members.



Each group discussed the task and use their mother tongue.



The teacher asked the students all of member of each group to present in front of class and some of students.



The Students' presentation in front of the class.



The researcher gave the questionnaire



The researcher interviewed the teacher

